


Improving Learning



ACER 2006–2007 Annual Report



About ACER

The Australian Council for Educational Research (ACER) is an independent, not-for-profit organisation which provides state-of-the-art educational research, products and services.

Established in 1930, ACER has a long history and solid reputation as a provider of non-aligned, reliable support and expertise to education policy makers and professional practitioners. It receives no direct financial support and generates its entire income through contracted research and development projects, and through products and services that it develops and distributes.

ACER is a leader in the provision of quality educational research, both within Australia and internationally. As a national, independent research body, ACER brings a high level of expertise and objectivity to its work. One of ACER's great strengths is its people. The researchers in its seven research programs bring extensive experience and expertise in a range of disciplines and research methods to their projects. ACER also supports the work of professional practitioners through the development and provision of a range of research-based products and services, produced and managed by its five professional resources divisions.

ACER works in an increasingly international context, providing consultancy and professional development support to several countries establishing national assessment programs, as well as undertaking commissioned research and providing assessment services to a broad range of international clients.

Today, ACER is one of the world's leading educational research centres, committed to creating and distributing research-based knowledge, products and services to improve learning across the lifespan in both formal and informal settings.

Mission

Improving Learning

Our mission is to create and promote research-based knowledge, products and services that can be used to improve learning.

Vision

Our vision for ACER is of a vibrant, reflective research organisation deeply committed to creating and promoting research-based knowledge, products and services to improve learning; an organisation that pursues the highest standards of scholarship and quality in all that it undertakes, and that is continually building its reputation as one of the world's leading educational research centres with an increasingly international orientation to its work.

Values

- **Expertise** producing high quality, innovative research and research-based services and materials to improve learning
- **Innovation** taking a creative, flexible and bold approach to the development of knowledge, services and materials
- **Independence** providing advice and commentary that is informed through research, is authoritative, and non-aligned
- **Integrity** being ethical, honest and trustworthy in all our relationships and interactions
- **Responsiveness** anticipating, understanding, meeting and exceeding client and customer expectations
- **Reflection & improvement** being self-reflective and listening to and learning from others in order to improve the quality of our work, our efficiency and productivity
- **Positive relationships** creating an organisational environment characterised by respect, fairness, openness and support of physical and emotional wellbeing
- **Individual fulfilment** encouraging personal contribution and achievement, and the pursuit of excellence

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Organisational structure



Council & Board

ACER Board of Directors 2006-07

Members Elected by Council

Professor Paige Porter (Chair)
Professor Brian Caldwell (Deputy Chair)
Dr Brian Croke
Mr Tony Mackay
Dr Peter Hill
Ms Robyn Baker

Nominee of Secretary of Commonwealth Department of Education, Science and Training

Mr Evan Arthur (to July 2006)
Dr Trish Mercer (from July 2006)

Nominee of Australian Education Systems Officials Committee

Mr Andrew Cappie-Wood (to November 2006)
Mr Chris Robinson (from November 2006)

Member Elected by ACER Staff
Dr Sheldon Rothman

Chief Executive Officer of ACER
Professor Geoff Masters

A Message from the CEO

In recent years ACER has experienced considerable growth with 2006-07 no exception. This financial year revenue exceeded \$50m for the first time.

Among the highlights of the year, there have been a number of senior staff appointments, including new Research Directors in the areas of Teaching and Leadership and Policy Analysis and Program Evaluation.

Several new business initiatives were launched in 2006-07 including the new Psychometrics Institute. This advisory body was established to ensure that ACER's psychometric work remains world-class and that we implement best practice throughout our research and measurement work.

ACER has recently taken over the Principal for a Day program under which community and business leaders spend a day in a school shadowing the school principal. I enjoyed spending a day at Broadmeadows Secondary College as a participant in the program.

An ACER office was officially opened in Perth in February 2007, establishing a permanent presence in Western Australia for the first time. The opening of a Perth office followed ACER's acquisition of Unicom Education, a supplier of special needs and speech and language resources for teachers, established in the late 1990s. Unicom was integrated into ACER Press and Ms Jocelyn Cook was appointed as a Principal Research Fellow and Manager of the ACER Perth Office.

ACER was successful in its bid to work on the National Assessment Program. This involves the development of literacy and numeracy test items for the 2008 national tests at each of Years 3, 5, 7 and 9, as well as the conduct of national trial testing.

A partnership between ACER and the Australian College of Educators has been formalised. Under the new partnership, we will explore ways to make a wider range of ACER materials and services accessible to College members and to provide additional infrastructure support to the ACE National Office.

Another major activity has been planning ACER's future accommodation arrangements in Melbourne. The continued expansion of the company over recent years has seen ACER's staff numbers expand rapidly. ACER purchased a property in Railway Parade, Camberwell, which adjoins the main ACER building in Prospect Hill Road. We have spent considerable time working with staff and architects on the fit-out of the new Railway Parade building. The building at 347 Camberwell Road, which accommodated many of the Melbourne staff for several years, has been sold.





The year in review

ACER's continued strong financial growth in 2006-07 saw annual revenue exceed \$50 million for the first time – corresponding to an 81 per cent increase over the past four years, or 14.1 per cent above last year. The annual surplus of \$2.1 million was also an all-time record, but was below the budgeted level, due in part to higher than anticipated levels of expenditure on accommodation and senior appointments. Given the initiatives taken in 2006-07 to position ACER for the future, the overall result is pleasing.

In February 2007, ACER launched its new Psychometrics Institute, an advisory body established to ensure that ACER's psychometric work remains world-class and that best practice is implemented throughout the research and measurement work. Professor Ray Adams is the Chair of the Board and Dr Khoo Siek Toon is the part-time Director.

ACER was successful in its bid for work on the National Assessment Program. ACER was contracted for two parts of the project: the development of literacy and numeracy test items for the 2008 national tests at each of Years 3, 5, 7 and 9, as well as the conduct of national trial testing.

ACER's high level of information technology expertise has provided support for many projects throughout the year. Ecommerce turnover during 2006-07 almost doubled compared to the previous financial year, with over \$8.4 million worth of income collected via the internet.


The Online Test Response System is designed to replace OMR (Optical Mark Reader) forms with a web-based interface. The online system is used at the Testing Centre in Sydney to collect responses from test candidates. The PISA Country Profiles website <<http://pisacountry.acer.edu.au/>> allows users to generate graphs and download spreadsheets of the data gathered during the PISA 2003 cycle. The website will be used by OECD member countries to see how their students have performed relative to the rest of the OECD.

The topic for ACER's annual Research Conference in August 2006 was *Boosting Science Learning: What will it take?* The conference, held in Canberra, was opened by Hon Julie Bishop and was attended by about 400 delegates. There was pleasing media coverage for the conference and good feedback from participants.

The role of Library Manager was broadened to Library and Information Manager to include responsibility for ACER's records and archives. Lance Deveson commenced in the role in November.

During the year, the library accepted a donation of approximately 6000 books from the private collection of Bill Connell, a prominent education researcher and writer who passed away in 2001 at the age of 85. This will be housed as a separate collection in the Library.

Library staff continued to develop and maintain databases for the use of the education community, including the Australian Education Index (AEI), Database for Research into International Education and the Complete Article Service, which included more than 15 000 Australian journal articles scanned for pay-per-view or full text delivery.



During the year, ACER formalised a partnership with the Australian College of Educators. There was already a close relationship with the College through ACER's production of *Professional Educator* magazine, joint projects, and ACER's development of a website and membership database under contract to the College. ACER will explore ways to make a wider range of ACER materials and services accessible to College members and provide additional infrastructure support to the ACE National Office. ACER has also been developing a closer relationship with the Australian Council for Educational Leaders (ACEL).

In December 2006 ACER acquired the publishing and distribution business Unicom Education which specialises in special education and speech and language materials. Unicom was integrated into ACER Press. In February, ACER opened its office in West Perth, which will initially be staffed by the staff member appointed following the purchase of Unicom.

A recruitment campaign for senior staff resulted in the following appointments:

- Professor Steven Dinham, Research Director (Teaching and Leadership)
- Dr Adrian Beavis, Research Director (Policy Analysis and Evaluation)
- Dr Neil Carrington, Director, ACER Leadership Centre
- Dr Michele Lonsdale, Principal Research Fellow
- Dr Andrew Dowling, Principal Research Fellow
- Ms Jocelyn Cook, Principal Research Fellow; Manager, ACER Perth Office
- Mr Ralph Saubern, General Manager, ACER Press
- Mr Lance Deveson, Library and Information Manager

During 2006, representatives from the Standing Committee on Indigenous Education worked with ACER staff to develop an ACER Indigenous Employment Strategy (AIES). The objectives for 2007–08 are to employ at least one Indigenous member of staff and award one Indigenous Research Training Fellowship by June 2008; and award one Indigenous Cadetship under the Indigenous Cadetship Program by December 2008.

In February ACER obtained an Equal Opportunity for Women in the Workplace Agency (EOWA) Employer of Choice for Women citation for the second consecutive year. This citation is awarded on an annual basis, and ACER was one of 131 organisations across Australia to receive the award in 2007.

A major activity during the year was planning ACER's future accommodation arrangements in Melbourne. In April 2007 ACER purchased the building located next to the main office in Prospect Hill Road, Camberwell, which will enable all Melbourne staff to be located under one roof. Architects Ashton Raggatt McDougall have been engaged to develop renovation plans, with a view to moving staff early in 2008. ACER's second Melbourne office, in Camberwell Road, has been sold.



■ Highlights

2006–07 in brief

2006

- July** — Online marking facility in Sydney office begins.
- August** — ACER conference, *Boosting Science Learning: What will it take?* attended by over 400 delegates in Canberra.
- Late 2006** — Testing for OECD Programme for International Student Assessment (PISA) conducted between July and September.
- Trends in International Mathematics and Science Study (TIMSS) testing held in October and November.
- December** — Civics and Citizenship report released.

2007

- February** — *Year 12 Curriculum Content and Achievement Standards* report examined the content, curriculum and standards of Year 12 subjects across Australia in English, Mathematics, Physics, Chemistry and Australian History.
- Perth office opens.
- Psychometrics Institute launched to ensure ACER's psychometric work remains world-class and that best practice is implemented throughout our research and measurement work.
- ACER successful in its bid for development of literacy and numeracy test items for 2008 National Assessment Program at Years 3, 5, 7 and 9.
- April** — ACER takes possession of adjacent Railway Parade building.
- May** — Policy Analysis and Program Evaluation unit established to contribute to public policy debate, providing education policy analysis.
- June** — Australian Principals Centre absorbed by ACER Leadership Centre.



International Development

ACER works with clients both within Australia and around the world. ACER's international work includes commissioned research, consultancy, professional development, and the provision of tailored assessments. ACER has offices in India and Dubai.

The Indian office provides assessment services, professional learning for teachers and leadership training for principals. ACER's work in India includes assessment services for schools and consulting services to support World Bank projects. In Dubai in the United Arab Emirates, ACER offers schools, students and parents high quality research-based assessments such as Global Achieve, the International Schools' Assessment, and a range of scholarship tests. ACER Dubai also offers professional development workshops for teachers in the UAE, Qatar, Bahrain and Oman.

In 2006-07, ACER was involved in several major international projects.

The OECD Programme for International Student Assessment (PISA) testing was conducted in late 2006. ACER leads an international consortium of research and educational institutions, and plays a pivotal role in all facets of the PISA project.

Testing for the Trends in International Mathematics and Science Study (TIMSS) was also held in late 2006. This was the latest in a series of studies commissioned by the International Association for the Evaluation of Educational Achievement (IEA).

ACER has begun a study investigating the way young people are prepared to undertake their roles as citizens in a range of countries. The study, also commissioned by the IEA, will survey Grade 8 students in 2008.

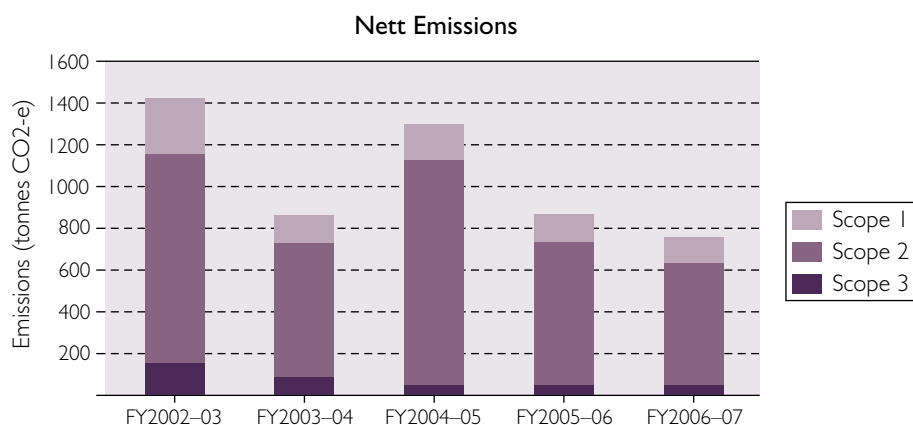
ACER's Assessment Services has continued its long and successful working relationship with higher education institutions in the UK. Four higher education admissions tests were used in the UK throughout the year.

In addition, ACER has worked on projects including monitoring of learning achievement in India, advising on the analysis of data collected from a teacher census in Indonesia, and assessing training needs in an Indonesian national educational research agency to enable national research information to be published in local and international journals and publications. Consultancy work has also been carried out in the Pacific, North, Central and South America, South East Asia, South Asia, South Africa and the Middle East. ACER has established collaborative partnerships with educational networks, research associations and non-government organisations in the region.

Environmental sustainability

ACER began participating in the Greenhouse Challenge in 2001. Greenhouse Challenge Plus is an initiative of the Department of the Environment, Water, Heritage and the Arts. The Greenhouse Challenge Plus enables Australian companies to form working partnerships with the Australian Government to improve energy efficiency and reduce greenhouse gas emissions.

The table below details ACER emissions data since being a member of Greenhouse Challenge. The middle year (FY 2004-2005) is the first year that included both Camberwell sites.




Scope 1 is direct production of CO₂ e.g. petrol in a car or gas for heating

Scope 2 is where fuel is burnt on ACER's behalf e.g. electricity

Scope 3 is production emissions not directly producing electricity

At the Prospect Hill Road, Camberwell building, significant changes were made to the air-conditioning. This included installation of new baffles, allowing the building to be cooled naturally on days when the ambient temperature outside is suitable. The baffles have motors and sensors to operate them. A saving of between 15 and 50 per cent of power can be expected depending on the climatic conditions. The baffles allow cool air to flow into the building rather than activating the compressors to cool, providing the outside temperature is lower than the building and it is not too humid. The same applies for heating, where air comes in if it is warm enough outside.



ACER is reviewing the electricity contract and considering what is available in terms of green energy for both the Railway Parade and Prospect Hill Road buildings. The main account for the Prospect Hill Road building is 75 per cent green energy, providing offsets as part of the Greenhouse Challenge. Fifteen computer servers have been combined into four physical boxes to reduce power consumption.

ACER's Environmental Reference Group (ERG) is also investigating additional Greenhouse Challenge carbon offsets in order to promote the move to carbon neutrality in regard to energy use and travel.

The Desert™ Cube waterless urinal system was installed in the men's toilet in the Sydney office. This system uses small blue cubes, placed at the bottom of the urinal. Each cube contains naturally occurring microbes which dissolve the organic matter that odour-producing bacteria grow on. Once the Desert™ Cube system was in place, the flushing system was turned off and the cistern chain removed. A special sign explaining the system was put on the wall. The main benefit of this system is reduced water consumption. A standard urinal bay uses as much as 151 000 litres per year. It is hoped to introduce this system into all of ACER's offices.

ACER has contracted environmentally-friendly cleaners. Our cleaners only use environmental-friendly cleaning materials, and ACER purchases recycled paper toilet products.

Ongoing initiatives include recycling paper and other materials in all offices. Obsolete computer equipment and print and photocopier cartridges are also recycled. Recycled print and copy paper products are used.

Plans are underway for an environmentally responsible renovation of the newly purchased Railway Parade building adjacent to the main office in Camberwell.



Assessment & Reporting

The Assessment and Reporting Research Program undertakes research and development to underpin and improve educational and psychological measurement at ACER and in the wider Australian and international education community.

The public focus of the program is on the support of student learning through the provision of advice, instruments and training in a range of contexts, including developing and refining programs for monitoring student learning, instruments to measure student achievement, and frameworks against which student achievement and learning can be reported and monitored.

In 2006-07 in response to increasing demand for research, test development and workshops, the program employed additional staff in the Melbourne, Brisbane and Perth offices.

The 2006 external review commissioned by the ACER board to evaluate the effectiveness of the Assessment and Reporting Program returned a positive report, while also providing suggestions for improvement.

National highlights

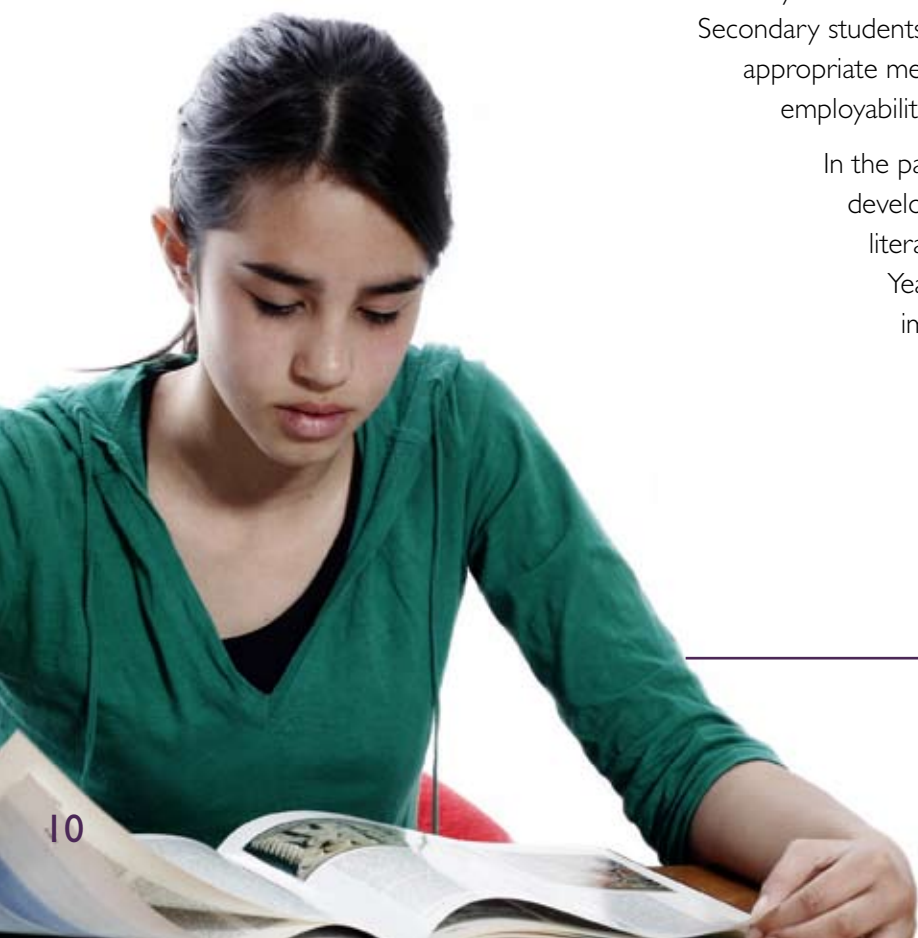
Continuing to research the possibility of an Australian Certificate of Education (ACE), ACER conducted a comparative study of five senior subjects (English, Mathematics, Physics, Chemistry and Australian History) to establish the degree of curriculum and assessment consistency across Australia. These findings will assist the Australian Department of Education, Science and Training (DEST) to determine if a single Australian Year 12 system is achievable.


A second by-product of the ACE report was a DEST commissioned national analysis of the Employability Skills of Senior Secondary students. Researchers analysed and evaluated appropriate methods for assessing and reporting the employability skills of Year 12 students.

In the past year work also has commenced to develop materials for a common national literacy and numeracy assessment for Years 3, 5, 7 and 9. The tests are to be implemented in 2008.

State highlights

Staff have been working with teachers in Victorian primary and





secondary schools to develop tasks that will provide teachers with a stronger sense of the Victorian Essential Learning Standards. They have also had the opportunity to provide advice on linking school curriculum development with the Employability Skills of the Victorian Essential Learning Standards and Victorian Certificate of Applied Learning.

In Queensland, the staff have investigated the theories behind the assessment methods in the Queensland Senior Sciences syllabus. Independent Schools Queensland also commissioned the team to review assessment tasks devised by independent schools to ensure they meet the State's quality assurance standards.

Work continues for the West Australian Department of Education on the development of instruments to assess the progress of students in Agricultural High Schools against the West Australian Monitoring Standards in Education. Staff have developed items to assess Agricultural Studies students in mathematics and reading at the beginning of Year 11, and towards the end of Year 12.

International highlights

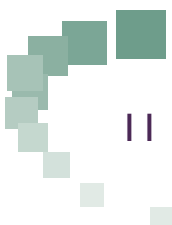
In 2006-07, the Assessment and Reporting program continued to expand its international portfolio. The Hong Kong Curriculum Development Institute requested a consultancy program in the area of developmental assessment for students with intellectual disabilities. ACER staff visited a small number of special schools in Hong Kong, conducting a series of workshops which demonstrated practical aspects of using developmental assessment to describe learning outcomes at a class, school and system levels.

A collaboration with the Hong Kong Examinations and Assessment Authority will see the development of a Professional Learning Kit for secondary school teachers. The kit will be used to support the implementation of school based assessment in the New Framework for Senior Secondary Assessment in Hong Kong schools.

In India, work focused on the Sarva Shiksha Abhiyan national education initiative. Staff worked with the World Bank to explore uses of student learning assessment, and to recommend modifications to the current national monitoring program.

The first stage of a Brunei consultancy which aims to improve the assessment of student competencies was completed. The project includes test development, training workshops, field trials, and tracking candidates for two years. Work on this project will continue until 2008.

Assessment and Reporting staff have contributed to a number of other national and international projects providing assistance in framework development, test development and psychometric analysis.



A national Year 12 curriculum – is it possible?

There is a strong case for a national core curriculum in some senior school subjects, with an ACER study identifying a high degree of consistency in current course content across Australia.

The Year 12 Curriculum Content and Achievement Standards report provided a nation-wide picture of the curriculum and achievement standards of students studying English (including Literature), Mathematics, Chemistry, Physics and Australian History in the final years of secondary school.

The report was commissioned by the Department of Education, Science and Training, and launched by the Federal Minister for Education in February 2007.

The ACER report estimated that 90 per cent of the content of Advanced Mathematics courses, 85 per cent of the content of Physics courses, and 95 per cent of the content of Chemistry courses in the senior schools was common across Australia.

With more than 20 different Australian History and 18 English subjects on offer to senior Australian students, there were no distinct similarities in the subject's curriculum. However, researchers were able to identify common areas in student skill development and the type of texts that should be studied.

With a general agreement on what is considered 'essential' curriculum content in Advanced Mathematics, Physics and Chemistry, it is difficult to justify the development of the same syllabus, assessment and reporting methods seven times over.

The report calls for the establishment of a common curriculum 'core' in each of the key subjects, together with national standards for assessment to provide comparable student results across the country.

The study also considered subject achievement standards, by examining available assessment materials from each state and territory. While it was possible to identify the kinds of achievements values and assessment methods, it was not possible to draw conclusions about relative performance expectations, as these vary across Australia.

Year 12 Curriculum Content and Achievement Standards

Authors – Gabrielle Matters and Geoff Masters

<www.dest.gov.au/schools/year12study>

Early Childhood Education

The Early Childhood Education research program focuses on improving the quality of young children's developmental and learning outcomes and raising awareness of the value of early childhood education.

The program has developed through four key strands:

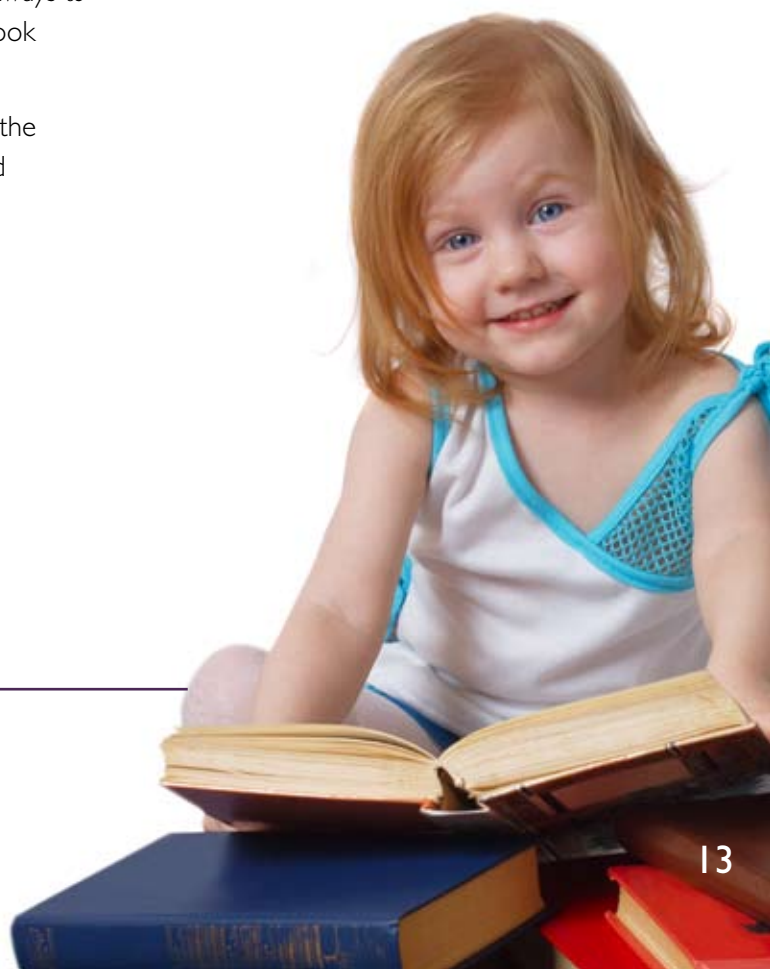
- research and evaluation;
- consultancies and presentations;
- policy development and responding to current issues; and
- contributing to the development of professional development materials and publications.

The completion of the Challenging Behaviour and Optimising Learning project was a major achievement during 2006-07. The project, funded by the Telstra Foundation, provided professional learning for practitioners, in addition to providing an opportunity to explore teachers' perceptions on their profession and future development needs.

Findings from the Challenging Behaviour and Optimising Learning project were the subject of presentations at the Australian Early Intervention Conference and the International Seminar on Children with Disabilities. Early Childhood Development staff also presented material at conferences hosted by the Australian Department of Education, Science and Training, the Independent Education Union and the ACT Department of Education and Training.

ACER's participation in the Academy of Social Sciences in Australia workshop 'Childcare: A better policy framework for Australia' led to the 50th edition of Australian Education Review being dedicated to early childhood education. *Early Childhood Education: Pathways to Quality and Equity for all children* is a major policy book published by ACER Press.

During 2006-07 the program has been involved in the Technical Advisory Group for the development and hosting of the Australian Early Development Index website. Work continued on the four year Raising Children Network project, while the final report on the School Community Connectedness project was submitted to the ACT Department of Education and Training.





Learning Processes

The Learning Processes research program aims to identify ways of supporting learners and learning in workplace and non-workplace settings. Research in this program examines the impact of educational practices and environments on learning, and is concerned with cognitive, affective and behavioural processes/factors affecting learning, links to other aspects of individual development and learning needs of special groups, including those with disabilities and learning difficulties.

Researchers contribute to the development of theories and models of learning, while attempting to highlight an understanding of the learning process and how to best monitor progress. Research topics include learning in the early years through the post-compulsory year of schooling, links between education and health, boy's education and Indigenous education.

In addition to the substantive areas of research encompassed by this program, a growing aspect of work is methodological, combining expertise in both measurement and explanatory modelling of performance indicator (PI) data. In particular, this work relates to analyses of large and complex datasets, and fitting multilevel, 'value-added', explanatory models to PI data—in response to increasing demands for such expertise from local and international organisations and education systems.


The Department of Education, Science and Training funded an initiative to develop evidence-based, effective strategies for students with learning difficulties in literacy and numeracy. Focusing on a national sample of students in Years 4, 5 and 6 in mainstream government, Catholic and independent schools, the initiative formed part of DEST's Project of National Importance.

On behalf of the Australian Vice-Chancellors Committee (AVCC), ACER provided recommendations to DEST for the allocation of the Learning and Teaching Performance fund for higher education. The recommendations assisted in the distribution of \$83 million across Australia's 38 higher education providers.

Staff worked on the development of measurement tools for the National Childcare Accreditation Council (NCAC). By designing and evaluating measurements tools, ACER is supporting the NCAC to provide accreditation to its members, and in effect, supporting the ongoing professional development of childcare workers.

An ongoing initiative with Association of Independent Schools of Victoria (AISV), the Building Educational Effectiveness in Independent Schools project was originally a desktop review of best practise related to educational effectiveness. Following the 2005 production of briefing papers, and discussion





with the AISV Board, it was agreed to conduct a further pilot project in 2006. ACER developed an online survey for teachers within the sample schools. Results from the pilot project were published in November 2006, with ACER contracted during 2007, and beyond, to roll out the project to a potential 213 Victorian independent schools.

ACER also worked with AISV on the Working-Out-What-Works pilot project involving pre-test/post-test assessments of Year 4, 5 and 6 students' literacy and numeracy achievement progress over a six month period. Findings from the analysis of the assessments provided the basis for conducting several case-studies – reports from which were provided to participating schools and AISV.

During 2006-2007, staff of ACER's Learning Processes research program have participated in and contributed to peak national and State Committees, Reference Groups and Inquiries. This involvement provided opportunities to highlight, enhance and maintain ACER's status as Australia's leading educational research organisation, as well as promote its quality services and products.


Indigenous education

Indigenous education has once again been a high priority for the Learning Processes program. The ongoing Longitudinal Literacy and Numeracy Study for Indigenous Students is entering the final stages, with the last of nine surveys completed. The final report, expected late 2007, will provide an insight into the students' learning by tracking their achievement over the years, in comparison to their background.

ACER is working with Charles Darwin University on a study to evaluate the efficiency and sustainability of literacy approaches used by the Northern Territory Department of Employment, Education and Training (DEET). The Evaluation of Literacy Approaches (ELA) for ESL Indigenous Students project will run over three years, with the first round of assessments completed in September 2006. Preliminary results were presented to the ELA Steering Committee in Darwin in July 2007.

The Australian Department of Education, Science and Training (DEST) commissioned an investigation into the current status of Indigenous Language Programs in schools. The project will provide a snapshot of the current national situation in Indigenous languages education, while identifying examples of good practice and provide recommendations to improve the quality of the programs.





Gavin Jones Communication commissioned ACER's expertise to assist in the development of a resource kit for Aboriginal families with a child with a disability. The NSW Department of Ageing, Disability and Home Care project will provide parents with information on the variety of support services available to the community in a number of mediums.

The production of a publication which focuses on the issues surrounding Indigenous education was another major highlight for the year. Aimed at practitioners and policy makers, the book will provide a snapshot of the issues, together with insights into a range of practical solutions that have emerged from rigorous research. The book will be available towards the end of 2007.

Setting a baseline for Indigenous Literacy

Indigenous education has developed as a key interest area for the Learning Processes team. Over the years, the team has had the opportunity to work with policy makers and schools within Indigenous communities so that schools are provided with strategies to aim for student outcomes on par with the rest of the country.

In a number of Indigenous communities, English is often the second language spoken, with some children not learning English until they are introduced to the formal schooling environment.

In an effort to shape policy development and improve student outcomes, ACER is conducting a three year evaluation of literacy approaches for ESL Indigenous Students.

ACER is involved in a three year study to look at the efficiency of literacy approaches in the Northern Territory. This is an initiative of the Northern Territory Department of Employment, Education and Training, with funds provided by the Commonwealth Targeted Programmes.

Working with Charles Darwin University, staff are collecting quantitative and qualitative data on literacy strategies currently used by 20 NT schools. These strategies include Accelerated Literacy, First Steps and Walking Talking Text.

Over the course of three years, students will participate in rigorous assessments based on those used for the Longitudinal Literacy and Numeracy Study. The first round of testing was completed in September 2006, and will offer a baseline for the study.

Researches are also conducting interviews with school representatives to gain a better understanding of how the literary strategies influence their teaching methods and student participation on a day to day basis.

Work on the Evaluation of Literacy Approaches for ESL Indigenous Students is scheduled to continue into 2008.



National & International Surveys

The National and International Surveys program maintains and develops ACER's expertise in sampling, survey management, analysis of survey data and the interpretation and reporting of results.

This year saw the program work on a diverse mix of international and national projects, with a particular focus on the latest round of testing in the Program for International Student Assessment (PISA) for the Organisation for Economic Cooperation and Development (OECD).

PISA – ACER leading the way

Leading a consortium of research and educational institutions, ACER plays a pivotal role in all facets of the PISA project.

Nationally, PISA testing was incorporated into the National Assessment Program by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), with 358 schools participating in the 2006 round of testing. Internationally, the team visited a number of the 58 participating countries to support the implementation of the assessment, to train staff monitoring the test sessions, and to gather quality assurance data to be used as part of the data adjudication process.

With testing completed in late 2006, project staff began to conceptualise the 'story' for the data, and have been working with the OECD to prepare the various reports. The international report and national reports are scheduled for public release in December 2007.

Preliminary work has commenced on the frameworks and test development for PISA 2009, with ACER once again responsible for the main reading, mathematics and science assessments. Expected growth in participation in the 2009 round of testing has led to substantial work on improving project administration, including the development of a new project website.

A focus on maths and science

The Trends in Mathematics and Science Study (TIMSS) 2006-07 is the latest in a series of studies commissioned by the International Association for the Evaluation of Educational Achievement (IEA). ACER managed the study, which is designed to measure trends in mathematics and science achievement at Years 4 and 8 across the globe. ACER managed the 2006 test, which was also incorporated into the National Assessment Program.

The Department of Education and Training commissioned ACER to develop and implement a system to evaluate the Australian School Innovation in Science, Mathematics and Technology (ASISTM) project. The project, which runs over several years, aims to support innovations in the teaching of science, technology and mathematics. ACER developed a system of online surveys to be completed by all adults and a sample of students involved in the ASISTM project. The surveys will monitor the changes in participants' beliefs on learning and teaching, and evaluate changes in teaching practise.

Getting to know the citizens of tomorrow

The civics and citizenship proficiency of students has been another focus for 2006-07. In December 2006 a report was published highlighting the results from the 2004 Civics and Citizenship study, involving the testing of approximately 20 000 Year 6 and Year 10 students from 600 schools. Prepared by ACER for MCEETYA, the report revealed that while students seemed to appreciate democracy, their level of knowledge and understanding of civics and citizenship was considerably less than expected. The Civics and Citizenship Education Assessment 2007 is an extension of the 2004 study, and will monitor and report on any changes in student proficiency.

Working with the National Foundation for Educational Research in the UK, and the Laboratorio di Pedagogia Sperimentale at Roma Tre University, Italy, ACER is investigating the way in which young people are prepared to undertake their roles as citizens in a range of countries. The study, commissioned by the International Association for the Evaluation of Educational Achievement, will target Grade 8 students in the 38 participating countries. The main survey commences in 2008, with reporting scheduled for 2010.

Growing up in Australia

The Longitudinal Study of Australian Children involves following the progress over seven years of two samples of more than 5000 children. One sample consists of children initially sampled in their first year of life and the other consists of children initially sampled at the age of four years. Surveys have been conducted in 2004 and 2006 with the next survey planned for 2008. ACER is responsible for the educational outcome measures and contributes to other aspects of design and development as a member of the Consortium Advisory group. The second wave of data was collected in 2006, with the results set to be discussed at the Longitudinal Study of Australian Children Research Conference in December 2007.



How does PISA come together?

ACER has played a central role in the preparation and delivery of the Program for International Student Assessment (PISA) since its inception in 1997, with the first round of testing taking place in 2000.

As the only standardised testing for 15 year old students, PISA aims to monitor and compare the outcomes of education systems, through student achievement, and in the future will monitor trends in the knowledge and skills of students in various countries, creating a base for policy development and research.

PISA testing is scheduled to take place every three years, extending until 2015 under the current strategic plan. Each round of testing will gather summary information on a range of skills, while focusing on one major educational domain.

In 2006, the third round of PISA testing focused on scientific literacy, taking place in 57 countries, including all OECD members. Involving between 4500 and 10 000 students from each country, the development and implementation of the tests is a huge task.

ACER leads an international consortium responsible for test development. ACER's role is vital to maintaining the integrity and quality of PISA results. During 2006 ACER provided training to all participating countries to ensure the standardisation of testing procedures. With project managers spread across the globe, the professionalism and organisational skills of ACER's staff have been vital to the successful implementation of the tests.



Policy Analysis and Program Evaluation

The Policy Analysis and Program Evaluation unit was established in May 2007 to play a major role in contributing to public policy debate. The new unit aims to provide education policy analysis (including economic and financial modelling) and conduct effective evaluations of programs in education and training.





System & School Testing

Not just for schools – testing in the corporate world

The System and Schools Testing program undertakes research and development to support the monitoring of educational outcomes through system-wide and school-level testing programs. However, our activities are not restricted to the classroom.

Testing is also an important feature in the corporate environment. To assist in the selection process, testing can be used to provide information about a candidate's basic work skills, through to highly detailed personality assessments.

The NSW Department of Corrective Services commissioned the System and Schools team's expertise in the development of test materials, psychometric analysis and reporting during 2006-07.

ACER developed a specialised test, modelled on the Vocational Selection Test, to provide comparative information on candidate's abilities and to assist in identifying candidates suitable for Parole and Probationary Officer roles.

Candidates were assessed on Verbal Reasoning, the ability to grasp and use relationships among concepts; Quantitative Reasoning, mathematical skills and numerical aptitude; and Abstract Reasoning, the ability to understand and apply concepts expressed in non-verbal diagrams.

ACER provided test facilities for over 1000 candidates who sat the test during a number of recruitment drives throughout the year, providing the NSW Department of Corrective Services with results to assist in selecting interview candidates

The System and Schools Testing research program completed a range of test development, trialling and marking projects during 2006-07.

In the first year of online marking facilities, over one million test papers passed through the centre. The online centre managed the marking of major testing programs including the New South Wales and South Australian Basic Skills Writing Assessment, the New South Wales Essential Skills Science Assessment, and the New South Wales Secondary Numeracy Assessment Program.

During high volume periods, the centre operated two shifts, seven days a week to ensure projects were completed on time. Online marking for the 2007 Secondary Numeracy Assessment Program saw 300 000 scripts completed within 12 business days. However, some tests are still marked by the traditional paper method, such as the writing component of the Queensland Literacy and Numeracy test.

Test development

This year also saw the development and trialling of the South Australian Literacy and Numeracy Tests, the 2007 Achievement Improvement Monitor for the Victorian Curriculum and Assessment Authority, and Writing and Language Convention items for the 2008 national test.

The Department of Education, Science and Training commissioned ACER to manage the Australian component of the OECD Teaching and Learning International Survey. The survey of 3000 teachers is intended to produce data on Australian teachers and principals which will contribute to the development of policy relevant indicators on teachers, teaching and learning.



Teaching & Leadership

Conducting research to improve student learning in educational settings, the Teaching and Leadership Program has a particular focus on policies and programs designed to improve teaching quality and strengthen the profession. The research program was known as Teaching and Learning until September 2006.

The program has six key areas of research: teacher education; educational leadership; professional development for teachers and school leaders; teaching standards/evaluation; evaluation of education policy and reform programs; and teacher workforce and careers. The Program reflects the growing professional and employer interest in developing research-based standards that capture what effective teachers and leaders know and do, and in developing methods for certifying that they have attained those standards. As part of its process of reviewing ACER's research programs and identifying how they can be improved, the ACER Board initiated an external review of the program in early 2006. The reviewers generally endorsed the design of the program and the research methodologies used, and commented favourably on its importance and impact. The review also highlighted areas for improvement, which has had a positive impact on strategy development.

Around 15 different projects were conducted in 2006-07 for a wide range of commissioning agencies. Features of some of these projects are summarised below.

Performance pay for teachers


Contributing to the debate on performance pay arrangements for teachers, ACER prepared a report for the Department of Education, Science and Training on the research evidence on the design and implementation of schemes to reward highly accomplished teachers.

Researchers conducted meetings with representatives from Government, Catholic and Independent schools, and members of professional education associations, while reviewing the current Australian pay arrangements for teachers, and investigating various approaches from Australia and overseas to introducing a performance component in teacher pay.

Among many conclusions, the report indicated that successful implementation of performance-based pay schemes for individual teachers is unlikely to become a reality without a major research program to develop the capacity for measuring teacher knowledge and skill.

National Awards for Quality Schools

ACER was once again commissioned by Teaching Australia to manage the assessment process for the annual National Awards for Quality Schools. The awards recognise and reward teachers, principals, and support staff who, in their different ways, make an exceptional contribution to their school community and outcomes for students.



Working in collaboration with the Australian College of Educators (ACE), staff developed the guidelines for award applications and detailed criteria for assessing them, trained the judges and managed the judging process.

Improving school leadership

Teaching and Leadership staff led the preparation of the Australian Country Background Report for the OECD Activity on Improving School Leadership. The work was commissioned by the Department of Education, Science and Training as part of Australia's contribution to the international project, which involves over 20 countries.

Addressing questions and guidelines provided by the OECD, the report provides an overview and analysis of school leadership trends, issues and priorities in Australia. The report noted that the expectations of schools are higher than ever before, and their performance is subject to extensive scrutiny and debate. High quality leadership at school level is now widely recognised and supported by research, as critically important for improving student outcomes. However, the review also documented major concerns in regard to attracting, developing and retaining effective school leaders.

Assessing teacher development

The Teaching and Leadership program has completed a number of projects which examined the effectiveness of recently implemented professional development programs for teachers.

The Victorian Institute of Teaching (VIT) commissioned an evaluation of their Program for Supporting Provisionally Registered Teachers. The project surveyed provisionally registered teachers, their mentors and principals on their perceptions of the new Victorian teacher registration procedures.

The quality of pre-service teacher education was investigated on behalf the Victorian Department of Education. An online survey was developed to assess the effectiveness of pre-service courses in preparing graduate teachers. The survey was completed by 481 school principals, whose schools employed a total of 1158 graduate teachers during the 2006 school year.

The Victorian Department of Education also commissioned research into the current best practice approaches in Australia and overseas to improving consistency in teacher judgments. The final report, completed in June 2007, will be used to guide further work on improving the consistency of teachers' judgments of students' progression against the Victorian Essential Learning Standards. It will also build on progression points, assessment maps, and other support materials.



Transitions and Post-School Education and Training

The Transitions and Post-School Education and Training program focuses on the transitions which people make in moving from school into further study, employment and adult life, and on the operations of the higher education and vocational education and training (VET) sectors. It was renamed from Transitions and Economics of Education in May 2007 to better signal ACER's work in the area, especially the growing emphasis on research on higher education and VET.

During 2006-07 the program undertook a broad range of consultancies and research contracts from governments, policy organisations, and education and training providers in Australia and overseas. Over 20 projects were conducted, of which 13 were newly commissioned during the year. Features of some of these projects are highlighted below.

Transitions

The Longitudinal Surveys of Australian Youth (LSAY) program, commissioned by the Department of Education, Science and Training, continued to be a major focus.

During the year report number 50 in the LSAY Research Report series was published. As with many of the LSAY reports, this particular publication, *Movement of non-metropolitan youth towards the cities* by Kylie Hillman and Sheldon Rothman, attracted considerable media interest.

The report found that more than one third of young Australians from non-metropolitan areas relocate to a major city in the years immediately after leaving school and, although some return, non-metropolitan areas experience a net loss of a quarter of their young people. Those making a move to a major city were typically drawn by the pursuit of further study, most often at university. By contrast, those with full-time employment in their non-metropolitan homes were more likely to stay there.

The Smith Family commissioned a study to better understand the relationship between family expectations and young people's plans for post school education. Building on a 2004 study, the team combined a major literature review with case studies of a small number of disadvantaged young people and their families.

To what degree do families influence young people's post-school plans?

The post-school pathway has been complicated in recent years, with the traditional paths being replaced by a mosaic of options. This has made it more difficult for some individuals to decide which options to choose.

Family influences do have an impact when young people are planning their future lives, with parents playing a key role in their children's career identity formation as revealed in the *Australian Young People, their Families and Post-School Plans* report published in May 2007.

However, there are concerns about whether all young people, particularly those from disadvantaged backgrounds, have the capacity, skills, knowledge and support to make a successful transition.

Over the past four years, ACER has been working with The Smith Family on the challenges faced by students from a low socioeconomic background in making a successful post-school transition.

The Australian Young People, their Families and Post-School Plans project focused on case studies of nine students involved in The Smith Family's 'Learning for Life' program. Researchers investigated family influences and their effects on students when they are considering their post-school plans.

Among the findings was that family provides an important positive base to help young people develop their career identity and provide an influence on developing attitudes and inspirations for their lives beyond school.

Family influence is evident from an early age, indicating a need for support with post-school planning in the early years of secondary schooling. Many parents are willing to assist in post-school planning, but not all believed they had the necessary skills to do so. Formal career guidance programs appear to focus on the provision of information to senior secondary students in isolation from their family and home experiences, indicating a need to take this community context into account.

One key finding is that there is still a great deal to be discovered about family influences, especially as social and cultural changes have an impact on the family structure.

Australian Young People, Their Families and Post-School Plans

Authors – Jennifer Bryce, Michelle Anderson, Tracey Frigo and Phillip McKenzie

Published – May 2007



Higher Education

In partnership with Professor Geoff Scott from the University of Western Sydney (UWS), ACER worked on developing a leadership capability framework for Australian higher education. The project is funded by the Carrick Institute. Half of Australia's universities are involved in the empirical validation and development activities. The project is producing a series of resources for developing senior academic leadership in Australian higher education.

The Australian Technology Network (ATN) group of universities engaged ACER to develop an academic standards model. The project produced a model tailored for the ATN which can be used to manage, analyse and report academic standards, and to ensure that programs are industry relevant.

Vocational Education and Training

In a major new initiative, the Department of Education, Science and Training commissioned ACER in April 2007 to undertake the Development of Instruments and Collections to Support Australian Quality Training Framework (AQTF) Quality Indicators. ACER was commissioned to develop measures of employer satisfaction, and learner engagement and competency development, and to liaise with NCVER on aspects of the work.

A joint venture with Monash University, the Centre for the Economics of Education and Training (CEET) is the only centre to focus on the economics of education and training in Australia. It has a particular focus on research on the VET sector and the implications of labour market developments for education and training. John Ainley represents ACER on the CEET Board. During the year Phillip McKenzie was closely involved with the CEET project Select entry and specialist schools. This project was commissioned by the Victorian Department of Education to examine the policy and resource implications of select entry and specialised schools in the government school system.

2006-07 was a record year for ACER Press, with sales within all our major areas performing well above budget. The successful acquisition of Unicom, a Perth based distributor of education and special education material has not only provided ACER Press with a Perth base, but increased our hold within the education market.

The provision of teacher resources was a major initiative for the year, with the development of the 'Action Literacy' and 'Action Numeracy' series, a curriculum resource for middle and upper primary school teachers.

ACER Press secured the exclusive Australian and New Zealand distribution rights for a number of the Majors Personality Type Indicator (MajorsPTI®) assessment instruments. Our agreement with US company I6Typers will allow for distribution of the instruments online and in traditional paper/pen format, as well as providing test training and accreditation.

ACER Press continued to focus on the promotion and sale of the 3rd edition of *Progressive Achievement Tests in Mathematics – PAT Maths*. This key product was published in November 2005, and is widely used in schools. There were also major new editions of imported psychological tests such as *Vineland Adaptive Behaviour Scales*, the *Griffiths Mental Development Scales* and the *Peabody Picture Vocabulary Test*.

The online testing system has been upgraded to provide customers with greater control when managing testing and reporting. The new system allows them to create candidate logins, and run reports without having to rely on customer support staff.

ACER Press was also successful in securing the contract for the commercialisation of the Friendly Schools & Families® anti bullying program developed by Edith Cowan University.

A diverse range of books were published by ACER Press during 2006-07. Material was sourced from ACER's own researchers, as well as some of Australia's leading education experts. Key titles published were:

Re-imagining Educational Leadership
Applied Reading Test - 2nd Edition
TORCH Plus
PAT Reading Supplement
Making Sense of Phonics (Aust. Edition)
Early Childhood Education,
Australian Education Review No. 50
Reasons for Living
Better Schools, Better Teachers, Better Results
Opening Doors to the Future
Stepping Stones: A Guide to Mature Age Study

Brian Caldwell
ACER
Tom Lumley, Andrew Stephanou
Andrew Stephanou, Daniel Urbach
Isabel Beck

Alison Elliott
Marisa Crawford, Graham Rossiter
Marshall, Power & Zbar
Phillip Hughes
Robert Cantwell, Jill Scevak

Seven Steps to ICT Integration
Evaluating Career Education & Guidance
Everybody's Different
The Millennial Adolescent
Autism Detection in Early Childhood
Re-imagining Science Education,
Australian Education Review No. 51
Supervising Doctorates Downunder
Grammar for Everyone

Margaret Robertson
James Athanasou
Jenny O'Dea
Bahr & Pendergast
Robyn Young

Russell Tytler
Carey Denholm, Terry Evans
Barbara Dykes

ACER Press continues to manage a portfolio of Australia's leading education journals. *Teacher* provides a forum for teachers and school leaders to discuss Australian education issues, and has maintained a strong subscription base. International editions of *Teacher* were also published in India and the United Arab Emirates. ACER Press manages the quarterly publication of *Professional Educator* for the Australian College of Educators, the *Australian Journal of Career Development* and the *Australian Journal of Education*.





Assessment Services

Assessment Services experienced significant increase in demand for their services, with the expansion of some existing programs, and the successful implementation of new testing initiatives.

A summary of highlights includes proposed new testing programs for Year 3 and Year 10 in Western Australia, development of the *Monitoring Skills Development* tests for Queensland government schools, new contracts with the Hong Kong Assessment Authority to offer assessments for higher ability students, and a selection test for a Vietnamese private school.

New initiatives

uniTEST is an aptitude test developed by ACER and Cambridge Assessment designed to offer an alternative pathway to university for students from a disadvantaged background. The first sitting was held at Monash University Berwick Campus in September 2006. The test was also used by Australian National University in January 2007, and is set to be implemented in other Australian universities.

The first sitting of the National Electrical and Communication Associations Apprenticeship Pre-Selection Assessment was held in October 2006. The annual program will be developed by ACER until 2009.

ACER has launched a *VET choice* to assess the literacy and numeracy skills of TAFE students at the commencement of their course. The online test is customised for individual TAFE institutions.

The development of a new Engineering selection test is almost complete. The test will enable students from a range of backgrounds access to Engineering faculties at Australian Technology Network Universities, with the test to be held across Australia, as well as Singapore, Malaysia, Hong Kong and India in late 2007.

Two diagnostic tests were developed for the tertiary sector. The *Tertiary Education Mathematics Test* and *Tertiary Writing Assessment* were developed to provide university staff with information about the competencies of students commencing studies. The test results can also be used to guide the teaching program for students across all faculties.

The redevelopment of the VicRoads motorcycle learner permit knowledge test was completed in June 2007. The test was based on the new Victorian Rider Handbook, with ARRB Group providing expert knowledge on road law and safe motorcycle riding practice.

The *Data Interpretation Service* was expanded from Years 11 and 12, to include Years 3-10.

Ongoing testing programs

The Assessment Services team continues to manage a range of scholarship testing programs for the Independent Schools Association, with 38 new schools registering to use the *Scholarship Selection Test*. Student participation has also increased from 18 000 to 30 000.

Participation in the *International Schools' Assessment* program increased, with testing sessions now held twice a year. Over 170 schools with an estimated 30 000 students from Grades 3 to 10 took part in the test, which is based on the reading and mathematical framework from the PISA program. The global Achieve test was also well received, with 14 000 completed in the Middle East and 4000 in India.

A new online registration system was developed for the *International Student Admissions Test*. Using the new system, candidates for this university selection test will now be able to access their results online.


ACER continues to manage the *Undergraduate Medicine and Health Sciences Admission Test* (UMAT) for a number of Australian universities. ACER provides a comprehensive service across the admissions cycle, from managing application data and fees, responding to high volumes of applicant enquiries, to coordinating the national distribution of applicant data and physical files to, and between, medical schools. The new online system was launched in April 2007, providing candidates with a comprehensive system which allows for registration, payment, printing of admission tickets and results. During 2006-07, there was a 17% increase in candidate registrations for UMAT, with 14 000 candidates sitting the test in 27 different locations.

The number of universities using the *Graduate Australian Medical School Admissions Test* (GAMSAT) has increased to 11, with the inclusion of Deakin University School of Medicine and Monash University Gippsland campus.

Workplace testing

The *Vocational Selection Test* continues to be used in a range of workplaces. The test was used by the NSW Attorney General's Office, the NSW Fire Brigade, the Melbourne Fire Brigade and the Tasmanian Fire Service.





ACER's Sydney office was the centre of activity for the NSW Fire Brigade test, with more than 4000 candidates tested over a two week period. Candidates' answers were recorded on the newly developed online test response system, providing the client with the results in a shorter time frame.

ACER in the UK

ACER's Assessment Services has continued its long and successful working relationship with higher education institutions in the UK.

Although now used in Australia, *uniTEST* was initially developed for UK universities. Seven UK universities are participating in the second phase of the *uniTEST* Validity Study, which aims to demonstrate that a generic skills test, designed for UK students, can identify potential university candidates whose ability is not adequately reflected in 'A level' results.

In November 2006, 2000 applicants completed the last ACER managed *Medical School Admissions Test (MSAT)*. Despite positive feedback from the institutions using the test, there was pressure from within the UK to adopt UKCAT. The *Health Professions Admissions Test (HPAT)* (based on *MSAT*) was implemented for a range of allied health professional courses at the University of Ulster, Ireland, with 850 candidates sitting the test. *GAMSAT* has been adopted as a requirement of the admission process for new government-funded graduate entry medical degrees in Ireland.





ACER Leadership Centre (Australian Principals Centre)

The ACER Leadership Centre aims to support the professional learning and work of school principals, strengthen connections with individual schools and principals' associations and enhance ACER's impact on educational outcomes in schools.

The Principal for a Day program was held under the auspices of ACER for the second time in August 2006, with 84 community and business leaders participating in the day. The program builds relationships between government schools and the corporate world by enabling business and community leaders to spend a day running local government schools and experience first hand the issues facing schools.

This year's participants included ACER CEO Professor Geoff Masters, Victorian Education Minister Bronwyn Pike, Victorian Treasurer John Lenders, ABC Radio's Jon Faine, celebrity chef Gabriel Gate, and the President of the Western Bulldogs Football Club David Smorgon.

The Centre continued to train new coaches for the Victorian Department of Education's Coaching Experienced Principals Program, with a total of 160 principals now trained. With positive feedback, the program is set to be one of the most successful initiatives delivered to the Department.

The conclusion of 2006-07 saw the Australian Principals Centre absorbed by ACER's Leadership Centre. The new Leadership Centre will broaden the leadership focus to include those in schools and the tertiary sector, but also include staff in other school leadership roles. The support provided through the leadership centre will take a variety of forms, including networking opportunities, coaching and mentoring services, leadership publications, online resources, professional development opportunities and HR tools.

Centre for Professional Learning

The Centre for Professional Learning specialises in developing effective programs that are embedded in classroom practice and meet teachers' needs.

The traditional single day workshops offered by the Centre have continued to demonstrate sound registration numbers and the ACER PLUS programs are receiving positive feedback.

Held in various locations across Australia, they included Performance and Development Workshops, Technical Leadership – Thinking and Planning, Developing a Performance and Development Culture, and Using Information and Communications Technology to Inspire, Engage and Challenge.

Individual schools participated in coaching and mentoring programs, personalised learning programs and a whole-school approach to behaviour management. Customised programs ranged from one day to three years duration.

The Centre for Professional Learning developed a database of professional learning activities on behalf of the Victorian Institute of Teachers.

Research Conference 2006: Boosting Science Learning – what will it take?

Canberra hosted the annual research conference in August 2006. Focusing on science education, the conference was told the number of students studying senior secondary biology, chemistry and physics declined substantially since the 1970s. Research shows that many students perceive school science to be uninteresting, irrelevant to their lives, too focused on the memorisation of facts, and difficult to learn.

Over 400 delegates were welcomed by the Minister for the Department of Education, Science and Training, the Hon. Julie Bishop, with ACER CEO Professor Geoff Masters officially opening the conference.





ACER International Institute

The Institute was commissioned by the British Council in Islamabad to conduct training sessions for a team of lecturers and national assessment practitioners at the University of Punjab, in Pakistan. The sessions were held in Pakistan and Melbourne during 2006-07.

The Australian High Commission in New Delhi invited the Institute to deliver a short program for 10 teachers participating in the teacher exchange program managed by the Asia education Foundation. Positive feedback may result in the session continuing in the future.

A group of research officers from the newly created Centre for Research in Education Testing Japan participated in a training program which included a visit to Heathmont East Primary School to observe the administration of reading assessments.



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Commissioned Projects

International

AusAid

- Technical Advice on the Australian Scholarships Student Survey

International Association for the Evaluation of Educational Achievement (IEA)

- International Civics and Citizenship Education Study

IEA with Michigan State University, USA

- Teacher Education Development Study
- Organisation for Economic Cooperation and Development (OECD)

OECD Programme for International Student Assessment (PISA) 2006 and 2009 - international component

- PISA Country Profiles database
- PISA 2009 Optional Electronic Reading Assessment
- OECD PISA Thematic Report 8: PISA and TIMSS (in conjunction with Melbourne University)
- PISA 2003 Thematic Report on Mathematical Literacy and Instruction

Brunei

Ministry of Education

- Brunei Consultancy on Assessment of Student Competencies

Chile

Ministry of Education

- Development of a standards based curriculum and assessment system in Chile

Hong Kong

Education and Manpower Bureau

- Provision of workshops and consultancy regarding development of LOF for Students with Learning Disabilities

Hong Kong Institute of Education

- Consultancy on Tertiary English Language Test

India

World Bank

- AI Technical note on the uses of Student Learning Assessments under Sarva Shiksha Abhiyan

Indonesia

AusAid

- Australia-Indonesia Basic Education Program

Jordan

The Hashemite Kingdom of Jordan

- Jordan National Assessment Review

Korea, Iceland and Norway

PISA Computer Based Assessment in Science for PISA National Centres

New Zealand

Ministry of Education

- Consultancy for BES Research Program
- Cognition Consulting
- Survey of Special Education Resourcing

New Zealand Qualifications Authority

- Literature Review on Variability

New Zealand Council for Educational Research

- Consultancy to assist in redevelopment of Progressive Achievement Test in Mathematics

Philippines

AusAid

- Strengthening Implementation of Basic Education in Selected Provinces in Visayas (STRIVE)

Qatar

Evaluation Institute - Supreme Education Council of Qatar

- Review/Evaluation of the Qatar Secondary School Certificate

United Arab Emirates

Abu Dhabi Educational School Network (represented by 4 educational providers)

- Private and Public Partnership testing Program

United States

America's Choice Inc (USA)

- Development of Literacy and Numeracy Testing for Students in Grade 6 and Grade 9

National Institute of Child Health and Human Development

- Hispanic Families

National

Australian Scholarships Group

- Survey of Emotional Wellbeing

Commonwealth Department of Education, Science and Training

- Analyses in Science, Maths and Technology Teaching and Learning
- AQTF 2007 Employer and Learner Quality Indicators Stage 1: Development of Instruments and Collection Systems
- Australian Country Background Report
- Australian School Innovation in Science, Technology and Maths
- Australian School Teacher and Leaders Survey
- Bullseye Charts
- Comparative Study of Selected Year 12 Subjects
- Effective Dissemination of Learning from Career Lighthouse Schools
- Employability Skills of Senior Secondary Students
- Investigating Teacher Professional Development and Student Learning Outcomes
- Investigation into the Current Provisions of Indigenous Language Programmes
- Improvement of Student Educational Outcomes
- Longitudinal Surveys of Australian Youth [LSAY]
- OECD Programme for International Student Assessment (PISA) 2006 and 2009 National component (also funded by the state and territory education departments)
- OECD Teaching and Learning International Survey (Australian Component)
- Refinement of the Learning and Teaching Performance Fund Adjustment Process
- Research on Performance Pay for Teachers
- Review of Teacher Education for Languages Teachers
- Third Wave Interventions for Students with Learning Difficulties

Graduate Careers Council of Australia

- Analysis and Reporting of Course Experience Questionnaire (CEQ) and the
- Postgraduate Research Experience Questionnaire (PREQ)

Ministerial Committee on Education, Employment and Youth Affairs (MCEETYA)

- Civics and Citizenship 2007
- Civics Assessment Project Phase 2
- Indigenous LLANS
- Longitudinal Literacy and Numeracy Study
- Survey of Scientific Literacy

Teaching Australia

- National Accreditation Review
- National Awards for Quality Schooling 2007

Telstra Foundation

- Building Family and Professional Partnerships to Support Young Gifted Children in Vulnerable Communities
- Building Successful School Readiness Skills

Australian Capital Territory

ACT Department of Education

- ACT Scaling Test
- Validation Study into ACT curriculum

New South Wales

Department of Corrective Services

- Development of Test items and Test Administration: Applicants for Correctional Officer Positions

Department of Education and Training

- Basic Skills Testing Program 2006
- English Languages and Literacy Assessment (ELLA) 2007
- Microsoft Partners in Learning
- NSW Selective High Schools Test (SHSET)
- NSW Test for Year 5 Opportunity Classes (OCP)
- Secondary Numeracy Assessment Program (SNAP) 2007

Gavin Jones Communications (Main client: NSW Department of Ageing Disability and Home Care)

- Information for Aboriginal Families with a Child with a Disability

International Baccalaureate Association

- Tertiary Perceptions Study

NSW Fire Brigade

- NSW Fire Brigades recruitment testing 2006

NSW Institute of Teachers

- Research Digest for Teachers

Security Mail (Main client: NSW DET)

- Essential Secondary Science Assessment

Smith Family

- Family Expectations and Post School Plans

University of New England

- Changing Academic Profession

University of Western Sydney (Main client: Carrick Institute for Learning and Teaching in Higher Education)

- Academic Leadership Capabilities for Higher Education

Northern Territory

Department of Education and Training

- Evaluation of Literacy Approaches in the Northern Territory
- Evaluation of the Teacher of Exemplary Practice (TEP) Program

Queensland

Australian College of Veterinary Scientists

- Review of the Examination Process for the Membership and Fellowship of the Australian College of Veterinary Scientists

Education Queensland

- Year 3, 5, 7 Literacy and Numeracy Testing 2006

Queensland Studies Authority

- Provision of Position Paper on the topic of Standards

Queensland University of Technology (Main client: Victorian Department of Education)

- Evaluation of Victorian Flagship Strategy

South Australia

Department of Education and Children's Services

- Provision of Standards Discussion Paper
- Provision of Systemic Year 3, 5 and 7 Literacy and Numeracy Testing

University of South Australia

- ATN Academic Standards Model

Tasmania

Tasmanian Department of Education and Training

- Investigating the Natural and Constructed World
- Moderation of Tasmanian Standards

Victoria

Association of Independent Schools in Victoria

- AGQTP: Professional Evaluation and Reflection on Learning (PEARL)

- AISV-ACER Working Out What Works (WOWWW)

- Assessment Informing Teaching and Learning (AITL)

- Building Educational Effectiveness in Independent Schools

- Evaluation of the AGQTP 2006-9 Professional Development Program

Australian Bankers Association

- Research Report on Financial Stress in Australia: Incidence and Dynamics

Australian Institute of Family Studies

- Longitudinal Survey of Australian Children

Catholic Education Office

- AGQTP Administration - Professional Learning
- Literacy in the Middle Primary Years
- Student Exit Survey

Curriculum Corporation

- National Assessment Program - Literacy and Numeracy Item Development for 2008
- National Assessment Program - Trial of 2008 Literacy and Numeracy Test Items
- National Assessment Program - Trial of 2008 Writing Test Items

Geography Teachers Association

- Evaluation of Victorian Global Education Project

Murdoch Children's Research Institute

- Hosting of Australian Early Development Index
- Raising Children Network

RMIT University

- Evaluation of Middle Years Reform Program
- RMIT Academic Promotions Review

Royal Australian & New Zealand College of

Obstetricians and Gynaecologists

- Evaluation of Continuing Professional Development Framework

Somers School Camp

- Study into the effectiveness of the Somers School Camp Outdoor Education Program

Victorian Curriculum and Assessment Authority (VCAA)

- Conduct of Interstate Trial of English and Maths test items for the 2007 AIM Program
- Development of test items for English and Mathematics in Years 3, 5, 7 and 9 for the 2007 Victorian Achievement Improvement Monitor (AIM)
- Key Competencies Curriculum & Methods of Assessment & Reporting

- Victorian Essential Learning Standards – Multi-Domain Annotated Work Samples
- Victorian General Achievement Test

Victorian Department of Education

- Coaching of Principals Program
- Current best practice approaches to improving consistency in teacher judgments
- Evaluation of the Literacy Improvement Teams Initiative, 2007-2008
- Numeracy Teaching and Learning in Victorian Schools
- Options for Gathering Sample Data on Student Progress: Scoping Report
- Principal for a Day
- Quality of Pre-service Teacher Education Survey
- Search for Instruments measuring the Impact of ICT on Pedagogy
- Technical Leadership Program

Victorian Institute of Teaching

- Survey of Newly Registered Teachers

Western Australia

Department of Education and Training

- Western Australian Literacy and Numeracy Assessment (WALNA) cohort testing in Years 3, 5 and 7
- Western Australian Monitoring Standards in Education (WAMSE) Mathematics, English and Science
- Western Australian Monitoring Standards in Education (WAMSE) Society and Environment

University of Western Australia

- UWA Course Structures Review

Staff Publications

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Directors' Report

The Directors of the Australian Council for Educational Research Limited and controlled entities present the following report together with the financial statements for the financial year ended 30 June 2007.

Directors

The names of Directors in office at any time during or since the end of the financial year are:

Directors	Start date	Finish date	Board Meetings during the year		Audit Committee Meetings during the year	
			Eligible to attend	Number attended	Eligible to attend	Number attended
Evan Arthur, BA (Hons), PhD		8 Jul 06	-	-	-	-
Robyn Baker, BSc Med			4	4	-	-
Brian Caldwell, BSc Bed MEd PhD			4	3	4	3
Andrew Cappie-Wood, BA Masters Town and Country Planning Grad Dip Urban Estate Mgt		6 Nov 06	1	1	1	1
Brian Croke, BA DipED DPhil Fellow, Australian Humanities Academy			4	3	-	-
Peter Hill, Cert Ed BA DipEd PhD			4	2	-	-
Anthony Mackay, BEc BEd MA			4	4		
Geofferey Masters, BSc MEd PhD FACE			4	4	4	4
Trish Mercer, PhD (History)	9 Jul 06		4	3	-	-
Paige Porter, BA MA PhD			4	4	4	4
Chris Robinson, Bachelor of Agricultural Economics, Post Grad Diploma of Social Security	7 Nov 06		3	1	3	-
Sheldon Rothman, BA MAT MEd EdD			4	3	-	-

Directors have been in office since the start of the financial year to the date of this report unless otherwise stated.

Principal activities of the company

The principal activities of the company during the financial year were educational research and development, publication and sale of educational and psychological books, tests and materials, and the provision of assessment services. During the financial year there was no significant change in the nature of those activities.

Result for the year

The surplus for the group amounted to \$1,803,133 (2006 Surplus \$1 228 811). The surplus of the parent company was \$1,759,439 (2006 Surplus \$1,228,811).

Dividends

ACER is a not for profit company and neither declares nor pays dividends. The company is prohibited from issuing dividends or options as per its constitution.

Environmental issues

The group's operations are not regulated by any significant environmental regulation under Commonwealth, State or Territory law.

Review of operations

During the year, the group continued to engage in its principal activities, the results of which are disclosed in the attached financial statements.

Significant changes in state of affairs

During the financial year there were no significant changes in the state of affairs of the company other than those referred to in the accounts or notes thereto.

During the financial year, the company's subsidiary ACER International Limited in the United Kingdom, began trading. ACER International Limited conducts a range of assessment services in the United Kingdom.

After balance date events

The Directors have signed a contract of sale to sell land and buildings at 347 Camberwell Road Camberwell. A deposit has been received and the balance will be received in February 2008. The Directors have also signed a contract with a commercial builder to fit out offices at 1-13 Railway Parade, Camberwell. The company also incorporated a company in India, a wholly-owned subsidiary, after balance date, to conduct activities in India.

Apart from these matters, there have been no matters or circumstances since the end of the financial year, which significantly affect the operations of the company in future years.

Directors' indemnification

During the financial year the company paid a premium to insure each of the directors against liabilities for costs and expenses incurred by them in defending any legal proceedings arising out of their conduct while acting in the capacity of director of the company, other than conduct involving a wilful breach of duty in relation to the company.

Proceedings on behalf of company

No person has applied for leave of Court to bring proceedings on behalf of the company or intervene in any proceedings to which the company is a party for the purpose of taking responsibility on behalf of the company for all or any part of these proceedings. The company was not a party to any such proceedings during the year.

Auditors Independence

A copy of the auditors independence declaration as required under section 307C of the Corporations Act 2001 is set out on page 4.

Signed in accordance with a resolution of the Directors.
For and on behalf of the Directors

A handwritten signature in black ink, appearing to read 'P. Porter', with a stylized, flowing script.

Director: P Porter
Date: 4 September 2007

A handwritten signature in black ink, appearing to read 'G. Masters', with a stylized, flowing script.

Director: G Masters

Australian Council for Educational Research Ltd

ABN: 19 004 398 145

Auditor's Independence Declaration

I declare that, to the best of my knowledge and belief, during the year ended there have been:

- (i) no contraventions of the auditor independence requirements as set out in the Corporations Act 2001 in relation to the audit;
and
- (ii) no contraventions of any applicable code of professional conduct in relation to the audit.

Saward Dawson Chartered Accountants



Peter Shields

4 September 2007

Financial Report

Income Statement (for the year ended 30 June 2007)

	Note	Consolidated		Parent	
		2007 \$	2006 \$	2007 \$	2006 \$
Revenue	2	50,077,179	43,835,013	48,414,237	43,835,013
Changes in inventories of finished goods and work in progress		(81,486)	(166,954)	(81,486)	(166,954)
Raw materials and consumables used		(2,635,875)	(2,180,176)	(2,634,036)	(2,180,176)
Employee and contractor benefits expense		(28,376,200)	(25,147,007)	(28,374,519)	(25,147,007)
Depreciation and amortisation		(1,179,123)	(1,055,789)	(1,179,123)	(1,055,789)
Freight and cartage expense		(505,543)	(522,951)	(505,543)	(522,951)
Advertising		(204,804)	(161,982)	(204,804)	(161,982)
Computer expenses		(717,288)	(874,105)	(690,083)	(874,105)
Rent and occupancy expenses		(529,013)	(480,204)	(529,013)	(480,204)
Consultancy expenses		(5,546,690)	(5,617,486)	(5,009,254)	(5,617,486)
Printing and stationery expenses		(1,665,623)	(1,639,640)	(1,662,115)	(1,639,640)
Royalty expenses		(449,371)	(474,552)	(449,371)	(474,552)
Repairs and maintenance		(355,088)	(290,737)	(352,753)	(290,737)
Travel expenses		(1,742,731)	(1,648,845)	(1,732,088)	(1,648,845)
Finance costs	3	(441,932)	(256,090)	(441,932)	(256,090)
Other expenses		(3,832,863)	(2,089,685)	(2,808,679)	(2,089,685)
Total expenses		(48,263,630)	(42,606,203)	(46,654,799)	(42,606,203)
Surplus before income tax		1,813,549	1,228,810	1,759,438	1,228,810
Income tax expense		(10,416)	-	-	-
Surplus for the year		1,803,133	1,228,810	1,759,438	1,228,810

The accompanying notes form part of the financial statements.

Balance Sheet (as at 30 June 2007)

		Consolidated		Parent	
	Note	2007 \$	2006 \$	2007 \$	2006 \$
ASSETS					
Current assets					
Cash and cash equivalents	4	6,528,277	4,167,880	6,223,091	4,167,880
Trade and other receivables	5	6,056,458	6,636,763	6,155,216	6,636,763
Inventories	6	1,685,940	1,604,454	1,685,940	1,604,454
Financial assets	7	586,475	390,436	586,478	390,436
Other current assets	8	2,130,268	2,039,510	2,130,268	2,039,510
Total current assets		16,987,418	14,839,043	16,780,993	14,839,043
Non current assets					
Financial assets	7	651,682	-	651,682	-
Property, plant and equipment	9	33,491,791	17,878,193	33,491,791	17,878,193
Total non current assets		34,143,473	17,878,193	34,143,473	17,878,193
TOTAL ASSETS		51,130,891	32,717,236	50,924,466	32,717,236
LIABILITIES					
Current liabilities					
Trade and other payables	10	7,073,084	6,389,819	6,910,355	6,389,819
Short term borrowings	11	-	45,922	-	45,922
Short term provisions	12	3,770,144	3,070,503	3,770,144	3,070,503
Total current liabilities		10,843,228	9,506,244	10,680,499	9,506,244
Non current liabilities					
Long term borrowings	11	17,835,187	3,400,000	17,835,187	3,400,000
Long term provisions	12	504,579	513,951	504,579	513,951
Total non current liabilities		18,339,766	3,913,951	18,339,766	3,913,951
TOTAL LIABILITIES		29,182,994	13,420,195	29,020,265	13,420,195
NET ASSETS		21,947,897	19,297,041	21,904,201	19,297,041
EQUITY					
Reserves		6,861,277	6,013,556	6,861,277	6,013,556
Accumulated surpluses		15,086,620	13,283,485	15,042,924	13,283,485
TOTAL EQUITY		21,947,897	19,297,041	21,904,201	19,297,041

The accompanying notes form part of the financial statements.

Statement of Changes in Equity (for the year ended 30 June 2007)

2007

2007

		Parent				
	Note	Retained Earnings \$	Asset Revaluation Reserve \$	Foundation for Educational Research Fund \$	Hedge Reserve \$	Total \$
Balance at 1 July 2006		\$13,283,485	\$5,324,840	\$ 298,280	\$ 390,436	\$19,297,041
Net surplus (deficit) attributable to members of the entity		1,759,439	-	-	-	1,759,439
Transfer to Hedge Reserve		-	-	-	847,721	847,721
Balance at 30 June 2007		\$15,042,924	\$ 5,324,840	\$ 298,280	\$1,238,157	\$21,904,201

2006

2006		Parent				
	Note	Retained Earnings \$	Asset Revaluation Reserve \$	Foundation for Educational Research Fund \$	Hedge Reserve \$	Total \$
Balance at 1 July 2005		\$12,054,674	\$ -	\$ 298,280	\$ -	\$12,352,954
Net surplus (deficit) attributable to members of the entity		1,228,811	-	-	-	1,228,811
Revaluation increment		-	5,324,840	-	-	5,324,840
hedge reserve		-	-	-	390,436	390,436
Balance at 30 June 2006		\$13,283,485	\$ 5,324,840	\$ 298,280	\$ 390,436	\$19,297,041

The accompanying notes form part of the financial statements.

Statement of Changes in Equity (for the year ended 30 June 2007)

2007

Consolidated

	Note	Retained Earnings \$	Asset Revaluation Reserve \$	Foundation for Educational Research Fund \$	Hedge Reserve \$	Total \$
Balance at 1 July 2006		\$13,283,485	\$5,324,840	\$298,280	\$ 390,436	\$19,297,041
Net surplus (deficit) attributable to members of the parent entity		1,803,135	-	-	-	1,803,135
Transfers to and from reserves - hedge reserve		-	-	-	847,721	847,721
Balance at 30 June 2007		\$15,086,620	\$5,324,840	\$298,280	\$1,238,157	\$21,947,897

2006

Consolidated

	Note	Retained Earnings \$	Capital Profits Reserve \$	Foundation for Educational Research Fund \$	Hedge Reserve \$	Total \$
Balance at 1 July 2005		\$12,054,674	\$ -	\$ 298,280	\$ -	\$12,352,954
Net surplus (deficit) attributable to members of the economic entity		1,228,811	-	-	-	1,228,811
Revaluation increment		-	5,324,840	-	-	5,324,840
- hedge reserve		-	-	-	390,436	390,436
Balance at 30 June 2006		\$13,283,485	\$ 5,324,840	\$ 298,280	\$ 390,436	\$19,297,041

The accompanying notes form part of the financial statements.

Statement of Cash Flows (for the year ended 30 June 2007)

		Consolidated		Parent	
	Note	2007 \$	2006 \$	2007 \$	2006 \$
Cash from operating activities:					
Receipts from customers		52,111,590	50,128,740	50,553,746	50,128,740
Payments to suppliers and employees		(46,987,576)	(45,546,213)	(45,531,074)	(45,546,213)
Interest received		131,395	61,405	131,395	61,405
Interest paid		(491,556)	(252,006)	(491,556)	(252,006)
Net cash provided by (used in) operating activities	16a	4,763,853	4,391,926	4,662,511	4,391,926
Cash flows from investing activities:					
Acquisition of property, plant and equipment		(16,792,721)	(929,796)	(16,792,721)	(929,796)
Acquisition of other investments		-	-	(3)	-
Loans to related parties – payments made		-	-	(203,841)	-
Net cash provided by (used in) investing activities		(16,792,721)	(929,796)	(16,996,565)	(929,796)
Cash flows from financing activities:					
Proceeds from (repayment of) other borrowings		14,389,265	(383,110)	14,389,265	(383,110)
Net cash provided by (used in) financing activities		14,389,265	(383,110)	14,389,265	(383,110)
Net increase (decreases) in cash held					
Cash and cash equivalents at beginning of year		4,167,880	1,088,860	4,167,880	1,088,860
Cash at end of financial year	4	6,528,277	4,167,880	6,223,091	4,167,880

The accompanying notes form part of the financial statements.

Notes to the Financial Statements

(for the year ended 30 June 2007)

Note I Accounting policies

Ia General information

The financial report is a general purpose financial report that has been prepared in accordance with Accounting Standards, Urgent Issues Group Interpretations, other authoritative pronouncements of the Australian Accounting Standards Board and the *Corporations Act 2001*.

The financial report covers Australian Council for Educational Research Ltd as an individual parent entity and Australian Council for Educational Research Ltd and the controlled entity as an economic entity. Australian Council for Educational Research Ltd, established and domiciled in Australia.

The financial report of Australian Council for Educational Research Ltd and controlled entity, and Australian Council for Educational Research Ltd as an individual entity comply with all Australian equivalents to International Financial Reporting Standards (IFRS) to the extent applicable to Australian not for profit entities.

The following is a summary of the material accounting policies adopted by the economic entity in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

Ib Basis of Preparation

The financial report has been prepared on an accruals basis and is based on historical costs modified by the revaluation of selected non current assets, financial assets and financial liabilities for which the fair value basis of accounting has been applied.

Ic Comparative Figures

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year.

Id Principals of Consolidation

A controlled entity is an entity Australian Council for Educational Research Ltd has the power to control the financial and operating policies of so as to obtain benefits from its activities. Details of the controlled entity is contained in Note 19.

All inter-company balances and transactions between entities in the economic entity, including any unrealised profits or losses, have been eliminated on consolidation. Accounting policies of subsidiaries have been changed where necessary to ensure consistencies with those policies applied by the parent entity.

Ie Inventories

Inventories are measured at the lower of cost and net realisable value. The cost of manufactured products includes direct materials, direct labour and an appropriate portion of variable and fixed overheads. Overheads are applied on the basis of normal recovery rates.

If Property, plant and equipment

Land and buildings

Freehold land and buildings are shown at their fair value (being the amount for which an asset could be exchanged between knowledgeable willing parties in an arm's length transaction), based on periodic, but at least triennial, valuations by external independent valuers, less subsequent depreciation for buildings.

Any accumulated depreciation at the date of revaluation is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

Plant and equipment

Plant and equipment are measured on the cost basis, less depreciation and impairment losses.

The carrying amount of plant and equipment is reviewed annually by directors to ensure it is not in excess of the recoverable amount from these assets. The recoverable amount is assessed on the basis of the expected net cash flows that will be received from the assets employment and subsequent disposal. The expected net cash flows have been discounted to their present values in determining recoverable amounts.

Subsequent costs are included in the assets carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the company and the cost of the item can be measured reliably. All other repairs and maintenance are charged to the income statement during the financial period in which they are incurred.

Increases in the carrying amount arising on revaluation of land and buildings are credited to a revaluation reserve in equity. Each year the difference between depreciation based on the revalued carrying amount of the asset charged to the income statement and depreciation based on the asset's original cost is transferred from the revaluation reserve to retained earnings.

Depreciation

The depreciable amount of all fixed assets including buildings and capitalised leased assets, but excluding freehold land, is depreciated on a straight line basis over their useful lives to the company commencing from the time the asset is held ready for use. Leasehold improvements are depreciated over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

The depreciation rates used for each class of depreciable assets are:

Buildings at cost	2.5% - 10%
Furniture, Fixtures and Fittings	25%
Motor Vehicles	25%
Computer Equipment	33%
Computer Software	40%

The assets' residual values and useful lives are reviewed, and adjusted if appropriate, at each balance sheet date.

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These gains or losses are included in the income statement. When revalued assets are sold, amounts included in the revaluation reserve relating to that asset are transferred to retained earnings.

Ig Financial Instruments

Recognition

Financial instruments are initially measured at cost on trade date, which includes transaction costs, when the related contractual rights or obligations exist. Subsequent to initial recognition these instruments are measured as set out below.

Financial assets at fair value through profit and loss

A financial asset is classified in this category if acquired principally for the purpose of selling in the short term or if so designated by management and within the requirements of AASB 139: Recognition and Measurement of Financial Instruments. Derivatives are also categorised as held for trading unless they are designated as hedges. Realised and unrealised gains and losses arising from changes in the fair value of these assets are included in the income statement in the period in which they arise.

Available-for-sale financial assets

Available-for-sale financial assets include any financial assets not included in the above categories. Available-for-sale financial assets are reflected at fair value. Unrealised gains and losses arising from changes in fair value are taken directly to equity.

Financial liabilities

Non-derivative financial liabilities are recognised at amortised cost, comprising original debt less principal payments and amortisation.

Derivative instruments

Derivative instruments are measured at fair value. Gains and losses arising from changes in fair value are taken to the income statement unless they are designated as hedges. The company's hedge portfolio has been marked to spot rate and the movement in value has been recognised direct to a reserve as required by AASB 139: Recognition and Measurement of Financial Instruments where hedges are effective.

Fair value

Fair value is determined based on current bid prices for all quoted investments. Valuation techniques are applied to determine fair value for all unlisted securities, including recent arm's length transactions, reference to similar instruments and option pricing models.

Impairment

At each reporting date, the company assesses whether there is objective evidence that a financial instrument has been impaired. In the case of available-for-sale financial instruments, a prolonged decline in the value of the instrument is considered to determine whether an impairment has arisen. Impairment losses are recognised in the income statement.

Ih Intangibles

Patents, trademarks and intellectual property

Patents, trademarks and intellectual property are recognised at cost of acquisition. Patents, trademarks and intellectual property have a finite life and are carried at cost less any accumulated amortisation and any impairment losses. In the prior year, the directors have assessed that all of the company's intellectual property previously recognised relating to the iAchieve and iAchieve at home projects is impaired and has therefore been written off.

Ii Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within short-term borrowings in current liabilities on the balance sheet.

Ij Impairment

At each reporting date, the company reviews the carrying values of its tangible and intangible assets to determine whether there is any indication that those assets have been impaired. If such an indication exists, the recoverable amount of the asset, being the higher of the asset's fair value less costs to sell and value in use or where appropriate depreciated replacement cost, is compared to the asset's carrying value. Any excess of the asset's carrying value over its recoverable amount is expensed to the income statement.

Ik Employee Benefits

Provision is made for the company's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits that are expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled, plus related on costs. Employee benefits payable later than one year have been measured at present value of the estimated future cash outflows to be made for those benefits.

II Provisions

Provisions are recognised when the company has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

Im Income taxes

No current or deferred income tax assets or liabilities have been raised by the company as it is exempt from income tax under Division 50 of the Income Tax Assessment Act.

In Revenue

Revenue from the sale of goods is recognised upon the delivery of goods to customers.

Interest revenue is recognised on a proportional basis taking into account the interest rates applicable to the financial assets.

All revenue is stated net of the amount of goods and services tax (GST).

Project work in progress is valued at cost, plus profit recognised to date less any provision for anticipated future losses. Costs include both variable and fixed costs relating to specific contracts,

when those costs that are attributable to the contract activity in general and that can be allocated on a reasonable basis.

Project profits are recognised over the life of the project measured using the proportion of costs incurred to date as compared to expected total costs. Where losses are anticipated they are provided for in full. Project revenue has been recognised on the basis of the terms of the contract adjusted for any variances or claims allowable under the contract.

Io Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the balance sheet are shown inclusive of GST.

Cash flows are presented in the cash flow statement on a gross basis, except for the GST component of investing and financing activities, which are disclosed as operating cash flows.

Ip Library Additions

The economic entity adopts the policy of charging all additions to the library directly to the profit and loss account in the year in which the expenditure is incurred

Iq Critical accounting estimates

The directors evaluate estimates and judgments incorporated into the financial report based on historical knowledge and best available current information. Estimates assume a reasonable expectation of future events and are based on current trends and economic data, obtained both externally and within the company.

Key estimates — Impairment

The company assesses impairment at each reporting date by evaluating conditions specific to the company that may lead to impairment of assets. Where an impairment trigger exists, the recoverable amount of the asset is determined. Value-in-use calculations performed in assessing recoverable amounts incorporate a number of key estimates.

No impairments have been recognised in respect of intellectual property for the year ended 30 June 2007.

Key judgments — Project surpluses

Included in the total surplus for the year ended 30 June 2007 was an amount of \$1,575,024 relating to total project surpluses recognised. The directors have judged that these project surpluses should be recognised over the life of the project measured using the proportion of cost incurred to date as compared to expected total costs. The directors also use estimated costs to complete the project to estimate the surplus or deficit recognised each financial year.

Notes to the Financial Statements (for the year ended 30 June 2007)

Note 2 Revenue

	Note	Consolidated		Parent	
		2007 \$	2006 \$	2007 \$	2006 \$
Operating activities					
- sale of goods		7,659,569	6,829,904	7,659,569	6,829,904
- project revenue		41,407,609	36,165,355	39,748,879	36,165,355
- royalties		499,343	292,571	499,343	292,571
- rental income		119,793	-	119,793	-
- interest received	2(a)	131,395	61,405	127,184	61,405
- foreign exchange gain		259,470	485,778	259,470	485,778
Total Revenue		50,077,179	43,835,013	48,414,238	43,835,013
(a) Interest revenue from: other persons		131,395	61,405	127,184	61,405
Total interest revenue		131,395	61,405	127,184	61,405

Note 3 Surplus from Ordinary Activities

3a Expenses from ordinary activities

Cost of sales	2,717,361	2,347,130	2,715,522	2,347,130
Finance costs - external parties	441,932	256,090	441,932	256,090
Impairment of non-current assets (intangibles)	-	222,000	-	222,000
Bad and doubtful debts expense / (Bad debts recovered)	(11,613)	26,808	(11,613)	26,808
Remuneration of the auditor of the parent entity				
Auditing or reviewing the financial report	35,525	32,500	35,525	32,500
Other services	-	2,500	-	2,500
Remuneration of the auditor of the subsidiaries	-	-	-	-
Auditing or reviewing the financial reports	14,011	-	-	-
Other services	3,503	-	-	-
Rental expense on operating leases	529,013	480,204	529,013	480,204

3b Significant Revenue and Expenses

	Consolidated		Parent	
	2007 \$	2006 \$	2007 \$	2006 \$
Note				
The following significant revenue and expense items are relevant to explaining the financial performance:				
Project revenue	6,886,522	5,837,336	6,886,522	5,837,336
Foreign currency translation gains (deficits)	259,470	485,778	259,470	485,778

Note 4 Cash and Cash Equivalents

Cash on hand	1,250	1,250	1,250	1,250
Cash at bank	6,527,027	4,166,630	6,221,841	4,166,630
	6,528,277	4,167,880	6,223,091	4,167,880

Note 5 Trade and Other Receivables

CURRENT

Trade receivables	6,181,458	6,736,763	6,076,375	6,736,763
Provision for impairment of receivables	(125,000)	(100,000)	(125,000)	(100,000)
Amount receivable from ACER International Ltd	-	-	203,841	-
	6,056,458	6,636,763	6,155,216	6,636,763

NON-CURRENT

Test Grid (Aust) Pty Ltd - Loan account	927,458	927,458	927,458	927,458
Provision for impairment	(927,458)	(927,458)	(927,458)	(927,458)
	-	-	-	-

Note 6 Inventories

	Consolidated		Parent	
	2007 \$	2006 \$	2007 \$	2006 \$
CURRENT				
At Cost				
Work in progress	314,070	240,572	314,070	240,572
Finished goods	1,248,435	1,190,650	1,248,435	1,190,650
	1,562,505	1,431,222	1,562,505	1,431,222
At net realisable value				
Finished goods	123,435	173,232	123,435	173,232
	1,685,940	1,604,454	1,685,940	1,604,454

Note 7 Financial Assets

CURRENT				
Forward Exchange Contracts	586,475	390,436	586,475	390,436
Investment in controlled entity	-	-	3	-
	586,475	390,436	586,478	390,436
NON CURRENT				
Forward Exchange Contracts	651,682	-	651,682	-

Derivative Financial Assets:

Gains and losses arising from changes in the fair value of designated forward exchange contracts are initially recognised directly in equity, and are separately included as a hedge reserve in the statement of changes in equity. At transaction date, amounts included in the hedge reserve are transferred from equity and included in the acquisition surplus (deficit) of the hedged asset. The statement of changes in equity includes transfers to and from the hedge reserve.

Note 8 Other Assets

CURRENT				
Prepayments	230,234	171,131	230,234	171,131
Work in progress	1,900,034	1,868,379	1,900,034	1,868,379
	2,130,268	2,039,510	2,130,268	2,039,510

Note 9 Property plant and equipment

	Consolidated		Parent	
	2007 \$	2006 \$	2007 \$	2006 \$
Note				
LAND AND BUILDINGS				
Freehold land				
Land at fair value	16,150,000	11,150,000	16,150,000	11,150,000
Total freehold land	16,150,000	11,150,000	16,150,000	11,150,000
Buildings				
Buildings at fair value	16,503,529	5,490,878	16,503,529	5,490,878
Less accumulated depreciation	(780,955)	-	(780,955)	-
Total buildings	15,722,574	5,490,878	15,722,574	5,490,878
Total land and buildings	31,872,574	16,640,878	31,872,574	16,640,878
PLANT AND EQUIPMENT				
Capital works in progress				
At cost	232,779	-	232,779	-
Total capital works in progress	232,779	-	232,779	-
Plant and equipment				
At cost	1,500,552	1,269,776	1,500,552	1,269,776
Less accumulated depreciation	(1,117,478)	(845,463)	(1,117,478)	(845,463)
Total plant and equipment	383,074	424,313	383,074	424,313
Computer equipment				
At cost	2,681,975	1,873,147	2,681,975	1,873,147
Less accumulated depreciation	(1,684,391)	(1,074,993)	(1,684,391)	(1,074,993)
Total computer equipment	997,584	798,154	997,584	798,154
Improvements				
At cost	101,840	101,840	101,840	101,840
Less accumulated depreciation	(96,059)	(86,992)	(96,059)	(86,992)
Total Improvements	5,781	14,848	5,781	14,848
Total other property plant and equipment	1,003,365	813,002	1,003,365	813,002
Total plant and equipment	33,491,792	17,878,193	33,491,792	17,878,193

Note 9 Property plant and equipment continued

a Movements in Carrying Amounts

Parent

Current Year

Balance at the beginning of year	-	11,150,000	5,490,878	424,313	798,154	14,848	17,878,193
Additions	232,779	5,000,000	10,540,338	230,776	788,829	-	16,792,722
Depreciation expense	-	-	(308,642)	(272,015)	(589,399)	(9,067)	(1,179,123)
Balance as at 30 June 2007	232,779	16,150,000	15,722,574	383,074	997,584	5,781	33,491,792

Prior Year

Balance at the beginning of year	-	7,250,000	4,413,744	446,081	560,009	9,511	12,679,345
Additions	-	-	25,064	188,371	699,722	17,000	930,157
Depreciation expense	-	-	(372,410)	(210,139)	(461,577)	(11,663)	(1,055,789)
Revaluation increase recognised in equity	-	3,900,000	1,424,480	-	-	-	5,324,480
Balance as at 30 June 2006	-	11,150,000	5,490,878	424,313	798,154	14,848	17,878,193

Note 9 Property plant and equipment continued

a Movements in Carrying Amounts continued

Consolidated

Current Year

	Capital Works in Progress At Cost \$	Land At Cost \$	Buildings at cost \$	Plant and Equipment \$	Computer Equipment \$	Improvements \$	Total \$
Balance at the beginning of year	-	11,150,000	5,490,878	424,313	798,154	14,848	17,878,193
Additions	232,779	5,000,000	10,540,338	230,776	788,829	-	16,792,722
Depreciation expense	-	-	(308,642)	(272,015)	(589,399)	(9,067)	(1,179,123)
Balance as at 30 June 2007	232,779	16,150,000	15,722,574	383,074	997,584	5,781	33,491,792

Prior Year

Balance at the beginning of year	-	7,250,000	4,413,744	446,081	560,009	9,511	12,679,345
Additions	-	-	25,064	188,371	699,722	17,000	930,157
Depreciation expense	-	-	(372,410)	(210,139)	(461,577)	(11,663)	(1,055,789)
Revaluation increase recognised in equity	-	3,900,000	1,424,480	-	-	-	5,324,480
Balance as at 30 June 2006	-	11,150,000	5,490,878	424,313	798,154	14,848	17,878,193

b Valuation of land and buildings

The company's land and buildings were revalued at 30 June 2006 by Charter Keck Cramer on 11 May 2006. The valuations were made on the basis of open market value. The revaluation surplus was credited to an asset revaluation reserve in equity.

Note 10 Trade and other payables

	Consolidated		Parent	
	2007 \$	2006 \$	2007 \$	2006 \$
CURRENT				
Unsecured liabilities				
Trade payables	853,278	522,177	853,278	522,177
Sundry creditors and accruals	2,122,202	1,820,216	1,959,473	1,820,216
Project income in advance	4,097,604	4,047,426	4,097,604	4,047,426
	7,073,084	6,389,819	6,910,355	6,389,819

Note 11 Borrowings

The bank bills are secured by a registered first mortgage over the freehold land and buildings situated at Prospect Hill Road, Camberwell, 347 Camberwell Road, Camberwell and 1-13 Railway Parade, Camberwell.

The bank bill facility expires on 18 April 2022 and 31 July 2023.

CURRENT				
Secured liabilities	-	45,922	-	45,922
Finance lease obligation	-	45,922	-	45,922
NON-CURRENT				
Secured liabilities				
Bills of exchange and promissory notes	17,835,187	3,400,000	17,835,187	3,400,000
	17,835,187	3,400,000	17,835,187	3,400,000

a The carrying amounts of non-current assets pledged as security are:

First mortgage over freehold land and buildings	31,872,574	10,650,000	31,872,574	10,650,000
	31,872,574	10,650,000	31,872,574	10,650,000

Note 12 Provisions

a Analysis of Total Provisions

	Consolidated		Parent	
	2007	2006	2007	2006
	\$	\$	\$	\$
Current	3,770,144	3,070,503	3,770,144	3,070,503
Non-current	504,579	513,951	504,579	513,951
	4,274,723	3,584,454	4,274,723	3,584,454

b Movement in carrying amounts

Parent

	Employee entitlements \$	Total \$
Opening balance at 1 July 2006	3,584,454	3,584,454
Additional provisions	2,750,966	2,750,966
Utilised during the period	(2,060,697)	(2,060,697)
Balance at 30 June 2007	4,274,723	4,274,723

Consolidated

	Employee entitlements \$	Total \$
Opening balance at 1 July 2006	3,584,454	3,584,454
Additional provisions	2,750,966	2,750,966
Amounts used	(2,060,697)	(2,060,697)
Balance at 30 June 2007	4,274,723	4,274,723

Note 13 Reserves

a Asset Revaluation Reserve

The asset revaluation reserve records revaluations of non-current assets.

b Foundation for Educational Research

This reserve contains the funds that have been allocated to the Foundation for Educational Research.

c Hedge reserve

The hedge reserve records the movements in the value of the company's hedge portfolio that are designated as cashflow hedges.

Note 14 Capital and Leasing Commitments

a Finance Lease Commitments

	Consolidated		Parent	
	2007 \$	2006 \$	2007 \$	2006 \$
Payable - minimum lease payments - no later than 12 months	-	48,105	-	48,105
Minimum lease payments	-	48,105	-	48,105
Less future finance charges	-	(2,183)	-	(2,183)
Present value of minimum lease payments	-	45,922	-	45,922

The finance lease relates to computer equipment, which terminated in September 2006.

b Operating Lease Commitments

Non-cancelable operating leases contracted for but not capitalised in the financial statements

Payable - minimum lease payments				
- not later than 12 months	440,556	459,131	440,556	459,131
- between 12 months and 5 years	706,759	692,057	706,759	692,057
	1,147,315	1,151,188	1,147,315	1,151,188

The above operating leases attach to the rented premises in Sydney, Perth, Brisbane and Melbourne, and the staff novated car leases. All of the property leases are paid in advance. The two leases in Sydney will terminate in February 2008 and currently there is no option for extension. The lease in Brisbane will terminate in January 2008 and there is an option to renew the lease for a further two years. The Perth leases will terminate in October 2008 and each have two options to renew the leases for two years. The Melbourne leases will terminate in October 2007 and currently there is no option for extension.

c Capital Expenditure Commitments

Capital expenditure commitments contracted for:				
Fixed price building contract	2,864,793	-	2,864,793	
	2,864,793	-	2,864,793	
Payable:				
- not later than 12 months	2,864,793	-	2,864,793	
	2,864,793	-	2,864,793	

Note 15 Members' Guarantee

The company is limited by guarantee. If the company is wound up, the Constitution states that each member is required to contribute a maximum of \$20 each towards any outstanding obligations of the company. At 30 June 2007 the number of members was 10 (2006: 10).

Note 16 Cash Flow Information

a Reconciliation of cashflow from operations with surplus for the year

	Consolidated		Parent	
	2007 \$	2006 \$	2007 \$	2006 \$
Surplus for the year	1,803,133	1,228,810	1,759,438	1,228,810
Non cash flows in surplus				
Impairment write down	-	222,000	-	222,000
Depreciation and amortisation	1,179,123	1,055,789	1,179,123	1,055,789
Provision for doubtful debts	25,000	25,000	25,000	25,000
Changes in assets and liabilities				
(Increase)/decrease in trade and term receivables	464,549	1,238,417	569,631	1,238,517
(Increase)/decrease in inventories	(81,486)	(166,954)	(81,486)	(166,954)
Increase/(decrease) in trade payables and accruals	633,102	(806,904)	470,358	(806,904)
Increase/(decrease) in other liabilities	50,163	1,327,770	50,178	1,327,770
Increase/(decrease) in provisions	690,269	267,898	690,269	267,898
	4,763,853	4,391,826	4,662,511	4,391,926

b Credit Standby Arrangements with Banks

Bank overdraft and bill facility	21,200,000	5,700,000	21,200,000	5,700,000
Credit Card Facility	80,000	30,000	80,000	30,000
Amount utilised	(17,835,987)	(3,883,962)	(17,835,987)	(3,883,962)
	3,444,013	1,846,038	3,444,013	1,846,038

Bank overdraft and bill facilities are arranged with the Commonwealth Bank of Australia with the general terms and conditions being set and agreed to.

Interest rates are variable and subject to adjustment.

Note 17 Key Management Personnel Compensation

2007

	Short-term benefits			Post employment benefits	Total
	Salary	Bonus	Non-cash Benefits	Superannuation	
	\$	\$	\$	\$	\$
Total remuneration	397,882	40,251	69,912	86,368	594,413
	397,882	40,251	69,912	86,368	594,413

2006

	Short-term benefits			Post employment benefits	Total
	Salary	Bonus	Non-cash Benefits	Superannuation	
	\$	\$	\$	\$	\$
Total compensation	342,020	37,803	99,376	78,540	557,739
	342,020	37,803	99,376	78,540	557,739

Note 18 Related party transactions

Normal course of business

Several directors of the Australian Council for Educational Research Limited hold a position with organisations with whom ACER conducts business. All transactions between ACER and these entities are on an arms length basis and on normal business terms and conditions.

Note 19 Controlled Entities

Name	Country of incorporation	Percentage Owned 2007	Percentage Owned 2006
Controlled Entities:			
ACER International Ltd	United Kingdom	100	100

Note 20 Company Details

a Registered office

The registered office of the company is:

Australian Council for Educational Research Ltd

19 Prospect Hill Road

Camberwell VIC 3127

Note 21 Financial Instruments

a Financial Risk Management

The company's financial instruments consist mainly of deposits with banks, local money market instruments, accounts receivable and payable, bills, leases, and derivatives.

Derivatives are used by the company for hedging purposes. Such instruments include forward exchange contracts. The company does not speculate in the trading of derivative instruments.

(i) Financial Risks

The main risks the company is exposed to through its financial instruments are interest rate risk, foreign currency risk, liquidity risk, credit risk and price risk.

b Interest Rate Risk

The economic entity's exposure to interest rate risk, which is the risk that a financial instruments value will fluctuate as a result of changes in market interest rates and the effective weighted average interest rates on classes of financial assets and financial liabilities, is as follows:

	Weighted Average Effective Interest Rate		Floating Interest Rate		Non-interest Bearing		Total	
	2007 %	2006 %	2007 \$	2006 \$	2007 \$	2006 \$	2007 \$	2006 \$
Financial Assets:								
Cash and cash equivalents								
Receivables	4.67	4.55	6,527,026	4,166,630	1,250	1,250	6,528,276	4,167,880
Total Financial Assets	-	-	-	-	7,956,492	8,505,141	7,956,492	8,505,141
			6,527,026	4,166,630	7,957,742	8,506,391	14,484,768	12,673,021
Financial Liabilities:								
Bank loans and overdrafts	6.98	5.62	17,835,187	3,400,000	-	-	17,835,187	3,400,000
Trade and sundry payables	-	-	-	-	7,073,084	6,389,816	7,073,084	6,389,816
Lease liabilities	-	17.03	-	45,922	-	-	-	45,922
Total Financial Liabilities			17,835,187	3,445,922	7,073,084	6,389,816	24,908,271	9,835,738

c Net Fair Values

Other assets and other liabilities the net fair value approximates their carrying values. No financial assets or financial liabilities are readily traded on organised markets in standardised form other than listed investments. Financial assets where the carrying amount exceeds net fair values have not been written down as the economic entity intends to hold these assets to maturity.

The aggregate net fair values and carrying amounts of financial assets and financial liabilities are disclosed in the balance sheet and in the notes to the financial statements.

d Financial Risk Management - Liquidity Risk

The company manages liquidity risk by monitoring forecast cash flows and ensuring that adequate unutilised borrowing facilities are maintained.

e Financial Risk Management - Credit Risk

The maximum exposure to credit risk, excluding the value of any collateral or other security, at balance date to recognised financial assets, is the carrying amount, net of any provisions for impairment of those assets, as disclosed in the balance sheet and notes to the financial statements.

The company does not have any material credit risk exposure to any single receivable or group of receivables under financial instruments entered into by the company.

f Financial Risk Management - Price Risk

The company is not exposed to any material commodity price risk.

g Financial Risk Management - Foreign Currency Risk

The company is exposed to fluctuations in foreign currencies arising from the sale and purchase of goods and services in currencies other than the company's measurement currency.

Note 22 Change in Accounting Policy - 2006

a In the 2006 financial year, the company adopted the following Accounting Standards for application on or after 1 January 2005.

- AASB 132: Financial Instruments: Disclosure and Presentation

- AASB 139: Financial Instruments: Recognition and Measurement

The adoption of AASB 139 resulted in material differences in the recognition and measurement of the company's financial instruments. The company elected not to adjust comparative information resulting from the introduction of AASB 139 as permitted under the transitional provisions of this standard. As such, previous Australian Accounting Standards have been applied to comparative information. A summary of the main adjustments that would have resulted were AASB 139 to have been applied retrospectively is included below.

Under AASB 139, hedged portfolios are revalued to fair value at reporting date when they are classified as effective. All adjustments resulting from changes in fair value are taken directly to equity. Were AASB 139 to have been applied retrospectively, a number of financial assets not reflected in the comparative year would have been adjusted to fair value at 30 June 2005. This

would have resulted in an increased carrying value attributable to financial assets at 30 June 2005, and a corresponding increase in reserves at that date.

The aggregate effect of the change in accounting policy on the annual financial statements for the year ended 30 June 2006 was as follows:

	2007			2006		
	Previously stated \$	Adjustments \$	Restated \$	Previously stated \$	Adjustments \$	Restated \$
Economic Entity						
Income Statement						
Balance Sheet						
Financial assets	-	-	-	-	390,436	390,436
Hedge reserve	-	-	-	-	(390,436)	(390,436)
Parent Entity						
Income Statement						
Balance Sheet						
Financial assets	-	-	-	-	390,436	390,436
Hedge reserve	-	-	-	-	(390,436)	(390,436)

b Accounting Standards Issued/Amended

The following Australian Accounting Standards have been issued or amended and are applicable to the parent and the economic entity but are not yet effective and have not been adopted in preparation of the financial statements at reporting date.

AASB Amendment	AASB Standard Affected	Nature of change in Accounting Policy and Impact	Application Date of the Standard	Application Date for the Company
2005 - 10	AASB 139: Financial Instruments: Recognition and Measurement	No change, no impact	1 January 2007	1 July 2007
	AASB 101: Presentation of Financial Statements	No change, no impact	1 January 2007	1 July 2007
	AASB 117: Leases	No change, no impact	1 January 2007	1 July 2007
	AASB 139: Financial Instruments	No change, no impact	1 January 2007	1 July 2007
	AASB 1: First time Adoption of AIFRS	No change, no impact	1 January 2007	1 July 2007
	AASB 4: Insurance Contracts	No change, no impact	1 January 2007	1 July 2007
	AASB 1023: General Insurance Contracts	No change, no impact	1 January 2007	1 July 2007
	AASB 1038: Life Insurance Contracts	No change, no impact	1 January 2007	1 July 2007
New standard	AASB 7: Financial Instruments: Disclosure	No change, no impact	1 January 2007	1 July 2007

Note 23 Subsequent events

a Property sales contract

The company signed a contract in August 2007 to sell land and buildings located at 347 Camberwell Road, Camberwell for a value of \$ 9,400,000. The expected settlement date of this transaction is February 2008.

The property and associated assets has a written down value of \$5,876,378 as at 30 June 2007.

Directors' Declaration

The directors of the company declare that:

1. The financial statements and notes, as set out on pages 5 to 32, are in accordance with the Corporations Act 2001 and:
 - (a) comply with Accounting Standards and the Corporations Regulations 2001; and
 - (b) give a true and fair view of the financial position as at and of the performance for the year ended on that date of the company and economic entity.
2. In the directors' opinion, there are reasonable grounds to believe that the company will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Directors.



Director: P Porter
Date: 4 September 2007



Director: G Masters

Australian Council for Educational Research Ltd

ABN: 19 004 398 145

Independent Audit Report to the members of Australian Council for Educational Research Ltd

Report on the financial report

We have audited the accompanying financial report of Australian Council for Educational Research Ltd (the company) and Australian Council for Educational Research Ltd and controlled entities (the consolidated entity), which comprises the balance sheet as at 30 June 2007, and the income statement, statement of changes in equity and cash flow statement for the year ended on that date, a summary of significant accounting policies and other explanatory notes and the directors' declaration of the consolidated entity comprising the company and the entity it controlled at the year's end or from time to time during the financial year.

Directors' responsibility for the financial report

The directors of the company are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Corporations Act 2001. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances. In Note 1, the directors also state, in accordance with Accounting Standard AASB 101: 'Presentation of Financial Statements', that compliance with the Australian equivalents to International Financial Reporting Standards (IFRS) ensures that the financial report, comprising the financial statements and notes, complies with IFRS to the extent applicable to not for profit organisations.

Auditor's responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Australian Council for Educational Research Ltd

ABN: 19 004 398 145

Independent Audit Report to the members of Australian Council for Educational Research Ltd

Independence

In conducting our audit, we have complied with the independence requirements of the Corporations Act 2001. We confirm that the independence declaration required by the Corporations Act 2001, provided to the directors of Australian Council for Educational Research Ltd on, would be in the same terms if provided to the directors as at the date of this auditor's report.

Auditor's opinion

In our opinion:

- a) the financial report of Australian Council for Educational Research Ltd and Australian Council for Educational Research Ltd and controlled entities is in accordance with the Corporations Act 2001, including:
 - (i) giving a true and fair view of the company's and consolidated entity's financial position as at 30 June 2007 and of their performance for the year ended on that date; and
 - (i) complying with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Corporations Regulations 2001.
- b) The financial report also complies with International Financial Reporting Standards to the extent disclosed in Note 1.

Saward Dawson Chartered Accountants



Peter Shields
4 September 2007

Members of ACER Council

Chair

Professor Paige Porter

Deputy Chair

Professor Brian Caldwell

Members Elected by Council

Professor Paige Porter, BA *Missouri*, MA PhD *Stanford*
Director, UWA Institute for International
Development, University of Western Australia

Professor Brian Caldwell, BSc, BEd *Melb*, MEd, PhD
Alberta
Managing Director, Educational Transformations Pty
Ltd

Dr Brian Croke, BA(Hons), DipEd *Macquarie*, DPhil
Oxford, Fellow, Australian Humanities Academy
Executive Director, Catholic Education Commission,
NSW

Mr Tony Mackay, BEc *Monash*, BEd *Monash*, MA (Ed),
London
Executive Director, Centre for Strategic Education
(CSE)

Dr Peter Hill, Cert Ed *Birmingham*, BA Hons *London*,
DipEd, PhD *Murdoch*
Secretary General, Hong Kong Examinations &
Assessment Centre

Ms Robyn Baker, MEd *University of Victoria, Wellington*,
Dip Teaching *Christchurch College of Education*, BSc
Otago University
Director, New Zealand Council for Educational
Research

Nominee of Secretary of Commonwealth Department of Education, Science and Training

Dr Evan Arthur (to July 2006), BA (Hons) *Newcastle*,
PhD *Cambridge*
Group Manager, Innovation & Research Systems
Group, Department of Education, Science & Training
(DEST)

Dr Trish Mercer (from July 2006) PhD History *ANU*
Group Manager, Early Childhood Education & COAG
Group, Department of Education, Employment and
Workplace Relations (DEEWR)

Nominee of Australian Education Systems Officials Committee

Mr Andrew Cappie-Wood (to November 2006) BA
Macquarie, Masters of Town and Country Planning
Sydney, GradDip Urban Estate Mgmt *UTS*
Director-General, NSW Department of Education &
Training

Mr Chris Robinson (from November 2006) BAgrEc,
GradDipSocSci
Chief Executive, Department of Education &
Children's Services SA

Member Elected by ACER Staff

Dr Sheldon Rothman, BA *Massachusetts*, MAT *New*
Mexico State, MEd(Hons) *UNE*, EdD *Harvard*
Principal Research Fellow, ACER

Chief Executive Officer of ACER

Professor Geoff Masters, BSc, MEd *UWA*, PhD *Chicago*,
FACE
Chief Executive Officer, ACER

Members of ACER Staff

Chief Executive Officer

Masters, Geoff, BSc, MEd *UWA*, PhD *Chicago*, FACE

Executive Assistant to the CEO

Catherine O'Shannassy, BA (Journ) *Deakin*, Dip Mgt
RMIT

INTERNATIONAL DEVELOPMENT

Director of International Development

McGuckian, Peter, BAgSc, DipEd *Melb*.

Administrative Officer

Kruse, Julie

CORPORATE DEVELOPMENT

Director of Corporate Development

Moore, Robert, BCom *Melb*

Professional Learning Manager

McSweeney, Fiona, BA (Hons) *Melb*, GradDip IR/HRM
RMIT

Human Resources Manager

Coyle, Suzanne, BA, DipEd *Macquarie*

Human Resources Officer

Archibald, Renée, BBus HRM/ Mktg *Swin* (to June 07)

CORPORATE SERVICES

Director of Corporate Services

Dawes, Wayne, BBus *Monash*, FCPA, ACIS

Corporate Publicity and Communications Manager

Reynolds, Louise, Cert Public Relations *RMIT*, BA (Hons)
La T, MA (Communications) *Monash*

Corporate Publicity and Communications Officer

Lee, Dawn (from Nov 06) (until Jun 07)
Robinson, Julia, BA (Journ) *RMIT*, GradCert (Mgt)
Deakin

Online Services Coordinator

Tellier, Gulay, BAppSci (IT) *RMIT*

Facilities and Services Coordinator

Sheean, Anita

Receptionists

Richards, Kim (to Mar 07)
Smith, Laura (from Mar 07)

Administration Assistants

Loughman, Michelle (from Nov 06)
Van Grunsven, Maryanne (to Oct 06)

Cleaning Services

Skiadopoulos, Marina (to Oct 06)

Financial Services

Financial Controller

Kelly, Gary, BBus (Acc) *Monash*, FCPA, GAICD

Divisional Accountant

Cameron, Andrew, BCom *Deakin*, CPA

Project Accountant

Thomas, Alison, BBus (Acc) *Bendigo*, CPA

Payroll Officer

Harvey, Warwick

Assistant Accountants

Guzowska, Anna, BEco *Warsaw*
Trembath, Stewart, BBus, GradCert (Acc/Fin) *Swin*

Accounts Officers

Bedford, Tracy (from Oct 06)

Car, Lyn

Evans, Dilsie (to Feb 07)

McLean, Sophie

Finance Administration Officer

Maryanne Grunsven (from Oct 06)

Information Technology

Manager

Nguyen, Daryl, BIS *Monash*

Software Engineering Manager

Daws, Alisdair, BSc (Hons) GradDip Internet & Web
Comp, PhD M Tech (Internet & Web Comp)

Software Engineers

Chan, Phooi Lai, BComp (Hons) *Monash*
Chin, Edward, GradDipBusSystems, MBusSys *Monash*,
BBus *Huafan*
Ellis, Donal
Haldane, Samuel, BCS *Melb*
Hare, John (to Feb 07)
Naumovski, Goran (from Nov 06)
Oakes, Stephen BSc (Hons) *La T*
Rainsford, David, BA (Hons) Economics *Essex*

Support Engineer

Huynh, Tai, BCompSci *Monash* (from Feb 07)

Network Administrator

Nguyen, Hoai, BCompSci *Monash*

Systems Engineer

Lie, Jafar, DipTech (Comp), BComp *Monash*

Desktop Support Officers

Lie, Jafar, DipTech (Comp), BComp *Monash*
Morling, Lucas
Von Shrenk, Otto

Junior Software Developer

Tran, David, BMultimedia, AdvDipCompSci *Swin* (from Nov 06)

Project Services

Manager

Carrigan, Jim, MEI *Swin*

Permissions Officer

Kulbicki, Michael, BA (Hons) *La T*

Project Services Officer

Jinks, Robert (from Mar 07)

Administrative Staff

Buckley, Carole

Cowhey, Pauline

Kent, Rachel, BBus (InfoSystems) *VUT*

Photocopying Services

Koglin, Dianne

PROFESSIONAL RESOURCES DIVISION

Deputy CEO (Professional Resources)

Macklin, Pamela, DipTeach *Melb*, BEd *Deakin*,
GradDipArts (Asian Studies) *Melb*, DipCDC AICD,
GAICD, AFAIM, MACE

Senior Administration Officer

Vivienne Acker

ACER Press

Manager

Morris, Deirdre, Dec. BA *ANU* (to Aug 06)
Saubern, Ralph, GradDipCompScience (Hons) *RMIT*, BA
Melb, BEd *La T*, MTESOL *Monash*, CTEFLA *Holmes*
College, AIMM AIM (from Jan 07)

Consultant Psychologist

Power, Marian, BA (Hons), MA (AppPsych)
Melb, GradDip Career Educ *RMIT*, MAPS, AACC,
AusAPT

Sales & Marketing Manager

Rolls, Annemarie, BA (Hons.Lit.) CofC, MA
(Communications) *Monash*, GradCert (Ed. & Training)
VUT

Marketing Coordinator

Sieradzki, Melissa, BA *La T*, GradDipPub&Edit *Monash*
(from Jan 07)

Marketing Administrative Coordinator

Stephens, Mandy, BA *Monash*, GradDip Mktg *RMIT*

Marketing Promotions Officer

Koch, Josh, Cert IV Prof Writing & Editing *RMIT*

Sales Consultants, Education

Cornish, Terri, BEd (Hons) *Wollongong*, Dip Book Editing
& Publishing *Macleay College*

Elvish, Karen, BA, DipEd *Flinders*

Inglis, Julia, BA *Monash*, DipEd *Rusden* (from April 07)

Smith, Barbara, BCom, DipEd, *Melb*, GradDip
(SecStudies) *VicColl*, GradCert (CareerCounselling)
RMIT

Thompson, Shane, DipT *Kuring-gai*, BEd *Deakin* (from
Jan 07)

Sales Consultants, HR/Psychology

Ferrara, Gerard, BA (Psych/HRM) *Swin*, GradDip
(AppPsych) *VU*, MAPS, AHRI

McColough, Melissa, BSc (Psych) (Hons) *UNSW*,
GradCertPersonnelMgt *Sydney Institute TAFE*, MPsyh
(Applied) (Hons) *UNSW*, MAPS, MAHRI, AACC (to
Mar 07)

Customer Service Supervisor

O'Loughlin, David

Customer Service Coordinator

Higgins, Christine, GradCert (Mgt) *Deakin*, Cert IV
Electronic Publishing *Holmesglen*

Customer Service Officers

Bennett, Yvonne

Gardiner, Jan

Keele, Julie, TPTC *Coburg*

Manuel, June

Major (McNab), Victoria, BA, GradDipPsych *Melb*

Marshall, Lexie (from Jul 06)

Whitehead, Simone (from Aug 06)

Despatch Manager

O'Neill, Steven

Despatch Officers

Gilder, Peter

Matravers, Philip (to Jun 07)

Smith, Ian

Publishing Managers

Saubern, Ralph, GradDipCompSci (Hons) *RMIT*, BA
Melb, BEd *La T*, MTESOL *Monash*, CTEFLA *Holmes*
College (to Dec 06)

Watson, Andrew (from Feb 07)

Production Manager

Coates, Jillian

Product Manager (Assessment)

Lim, Li-Ai

Project Editors

O'Keefe, Maureen

Pinches, Amanda, BComm (Public Relations) *Monash*,
CertArts & DipArts (Professional Writing and Editing)
Chisholm, GradDip (Editing & Publishing) *RMIT*

Publishing Assistant

Webb, Elisa, BA (Hons) *Melb*, GradDip (Editing & Publishing) *RMIT*

Production Assistant

Proctor, Holly, BA *Swin*

Publishing Manager, Journals

Holden, Steven BA (Hons), DipEd, MA, PhD *Tas*

Journalist

Leech, Rebecca, BA *Deakin*

Senior Project Officer, Educare

Richardson, Lesley

National Advertising Manager

Brown, Carolyn (from Sep 06)

Desktop Publisher, Journals

Schubele, Ralph

Project Publishing Manager

Grose, Craig

Senior Desktop Publishing Officers

Jeffrey, Darren, DipArt (Graphic Art) *RMIT*

McGregor, Wendy

Swanwick, Robyn

Desktop Publishing Officer

Locock, Gloria

Assessment Services

General Manager

Jackson, Deirdre, MBus, Cert Project Consulting *RMIT*,
BA *Monash*, TPTC, TTLC *Melb*

Manager, Medical and Professional Programs

Aldous, Cecily, BA *Melb*, DipEd (TESL) *La T*

Manager, Computer Based Assessments

Butler, Adele, BSc (Hons), BEd *Monash*, DipEd *Rusden*,
GradCertEduLeadership *VUT*, MEd *RMIT*, MPD-Master
Project Director *AIPM*

Education Consultants

Morath, John, DipEd, BEd *Melb*, BA, MA *Monash*

MacMahon Ball, Marita, BA (Hons) DipEd *Sydney*, MA
(Communications) *Monash*

Education Consultant - Strategic Relationships UK

Bristow, Steve (Econ) *London*, MA *Kent*, PhD *Salford*,
FCIS FCP FRSA

Deputy Manager, Medical Programmes UK

Brown, Philip, BA *Leeds*, MA(Ed) *London*

Markers Coordinator

Dick, Wendy, BA, MA *Melb*, TPTC *Frankston/Monash*

Senior Research Fellow

Richardson, Carmel, BA Ed (Hons), MEd Psych *Melb*,
MAPS

Research Officer

Ransfield, Daron (to Sep 06)

Senior Project Director

Nankervis, Susan, BEd, MEd *Melb*, GradCertBus (Proj
Man) *Swin* (from Sep 06)

Project Directors

Brinson, Laura, AssocDipSocSci (Lib&InfSt) *Swin*

Dodds, Robyn, BA *RMIT*, GradDipSoc *La T*

Filipi, Anna, BA, MA *Melb*, DipEd, PhD *Monash*

MacLeod, Kirsty, BEco/BA (Hons) *Monash*, GradCertBus
(ProjMan) *Swin*

Nankervis, Susan, BEd, MEd *Melb*, GradCertBus (Proj
Man) *Swin* (to Sep 06)

Richardson, Carmel, BA Ed (Hons), MEd Psych *Melb*,
MAPS

Ryan, Katherine, BSc (Hons) *Melb*, PhD *Sydney* (from
Sep 06) (until Nov 06)

Vele, Veronica, BA (German) *Melb*, MTech (Internet &
Web Comp) *RMIT* (from April 07)

Weeding, David, BEd *Melb*

Senior Project Officers

Brouwers, Bernadette, BA *Melb*, GradDipEd *Melb*, MA
(Applied Linguistics) *Melb* (from May 07)

Chung, Michelle, BBus (InfoSystems) *RMIT* (from Aug
06)

Elder, Sarah, BA *Monash*, GradDip (Admin) *Chisholm Inst*
(from Jun 07)

Fung, Rachel (from Oct 06)

Greaves, Sarah, BEd, GradDipCompEd, GradDipInfoMgt

McLean, Penny, BEd, DipTeach (to May 07)

Murphy, Esther, BA (Languages) *Monash*, CCELTA
Holmes Institute (from May 07)

Norris, Lisa (from Aug 06)

Robertson, Glenda, BA (Hons) *Canterbury*, MA *Harvard*
(from Nov 06)

Sadler, Alison, BA, DipEd

Project Officers

Chung, Michelle, BBus (InfoSystems) *RMIT* (to Aug 06)

Hindson, Karen, BBSc *La T* (from Jan 07)

Miles, Louise

Norris, Lisa (to Aug 06)

Robertson, Glenda, BA (Hons) *Canterbury*, MA *Harvard*
(to Nov 06)

Project Operations Administrator

Williams, Tanya, BA, GradDipEd *Melb*, GradCertProjMgt *Swin*

Administrative Officer

Skinner, Heather

ACER Leadership Centre

Manager

Thornton, Nick, BCom *Deakin*, Higher DipTeach (Secondary) *Melb State College*, TSTC Secondary Teachers College, GradDipEduAdmin *Hawthorn Institute of Education*, DipBus *Gordon Institute of Technology*, CPA, FACE (to Jun 07)

Manager ACER Leadership Projects

Cahill, Mary, MBus (HRM/IR) *Victoria*, GradDipEduAdmin *Deakin*, BEd *Melb*, Cert IV Workplace Training and Assessment *MCAE* (from Jun 07)

Assistant Manager

Jackson, Andrew, BA (Hons), BEd *Monash TPTC*, AFAPC (to Dec 06)

Senior Project Officer

Meachen, Janine, Cert III Bus Admin

Finance Officer

Harrison, Elaine, Cert III Bus Admin *VQA* (to Jun 07)

Centre for Professional Learning

Manager

Hoad, Kerry-Anne, MEd *Melb*, BA *Deakin*, GradDip Special Ed *SCVB*, DipTeach *IECD*

Education Consultants

Cranitch, Carmel, DipT (Primary) *BCAE*, BEd *QUT*, MEd Language & Literacy Education *QUT* (from Nov 06)
O'Brien, Robert, BA, BT, MEd, EdD *ACU* (to Feb 07)

Administrative Officer

Taylor, Margaret

Library and Information Services

Managers

Clarke, Sue, BA NE, MBA *RMIT* GradDipComlDatProc *RMIT*, AALIA (to Aug 06)

Deveson, Lance, DipTeach (Prim), DipComp *Ballarat*, DipLibrarianship *Melb*, ALIAA, ARMAA (from Nov 06)

Senior Librarian

Knight, Pat, BA *Swin*, MLS *Loughborough*, GradDip Assess & Eval *Melb*

Librarians

Aron, Guy, BA (Hons) *Sydney*, GradDipLib *UNSW*, MB (IT) *RMIT* (from Mar 06) (to Sep 06)

Hughes, Stuart, BA (Hons) *Otago*, MA *Monash*, AALIA
Grimston, Tine, BEd Librarianship *Melb State Coll*
Lissonnet, Sophie, MBus (InfoMgt) *RMIT*, MIndgStud *JCU*
McDowell, Katie, BA *Melb*, GradDip (Info Services) *RMIT*

Psiliakos, Lula, BBus *RMIT*, AALIA

Trevitt, Jenny, BA *Monash*, GradDipLib, MBus Info Tech (Info Mgt) *RMIT*

Library Technicians

Barnes, Jenny (from Sep 06)

Britton, Cheryl, AssocDipAppSocSci (Lib&InfSt) *Box Hill TAFE*

Record Services Manager

Fraser, Simon

Record Services Officer

Bonning, Judy

Despatch Officer

Evans, David

RESEARCH DIVISION

Assessment and Reporting

Research Director

Forster, Margaret, BA (Hons), DipEd *La T*, MEdSt *Monash*, PhD *Melb*

Principal Research Fellows

Matters, Gabrielle, BSc *UQ*, AMusA *QCM*, PhD *QUT*, FACE

McCrae, Barry, BSc (Hons), DipEd *Melb*, MEd *Monash*
Mendelovits, Juliette, BA (Hons), DipEd *La T*, MA (Eng) *Melb*

Senior Research Fellows

Anderson, Prue, BA, MEd Studies *Monash* DipEd *La T*
Bryce, Jennifer, BA, BEd *Melb*, DipArts *VicColl*, MSocSci *RMIT*, PhD *RMIT*

Fraillon, Julian, BA GradDip *Melb*, GradDip (Maths) *Melb*
Farkota, Rhonda, DipTeach, BEd *Melb*, MEdSt *Monash*, EdD *Monash*

Hambur, Sam, BSc (Hons) *Monash*, DipEd *HIE*

Lai, Kelvin, BA (Hons) Maths/Statistics, MEd (Ed Evaluation), AdvancedDipEd, DipEd *Hong Kong*, MSc (AppStats) *Oxford*, PhD (Ed. Measurement and Assessment) *Melb*

Lindsey, John, BSc (Hons), PhD *Monash*, DipEd *Melb* (from Dec 06)

Lumley, Thomas, MA *Oxon*, DipEd *La T*, MA PhD *Melb*

McCurry, Doug, BA (Hons) DipEd *La T*, PhD *Monash*
 Stephanou, Andrew, Laurea in Physics *Rome*, DipEd *Melb*
 Wu, Margaret, BSc (Hons), GradDip Computer Studies,
 DipEd, MEd, PhD (to Mar 07)

Senior Project Director

Hay, Andrew, BSc, DipEd, MEd *Melb*, GradDipEd. (Maths
 Ed), Dip.Frontline Management *Chisholm* (from April
 07)

Research Fellows

Bastecky, Lucy, GradDipEd *ACU*, BA (Hon) *La T*,
 BAComm *NSWIT*
 Bibby, Yan, BEng *Shanghai*, MEng *Auck*, CertIT *Newcastle*,
 GradDipAppFinInv *SIA*
 Butler, Mark, BSc (Hons) *Warwick*, PGCE *Manchester*
 Chiavaroli, Neville, BAppSci *La T*, BA (Hons) *Melb*, MPhil
Camb (to Jul 06)
 Duckworth, Daniel, BA (Hons) *La T*, GradDipEd
 (Secondary) *Melb* (from Jan 07)
 Dulhunty, Mark, BSc, MAssessEval *Melb* (to Nov 06)
 Hall, Robyn, BA (Hons), BSc *Monash*
 Fraillon, Julian, BA, GradDip, GradDip (Maths) *Melb*
 Gross, Roslyn, BA (Eng & Hons Hist), DipEd *Melb* (from
 Jul 06)
 Harding, John, BSc, BEd *Monash*, DipEd *Rusden State Coll.*
DipArts Bendigo Coll
 Hohlfeld, Karin, BA, GradDipEd *Monash* (from Jul 06)
 Hughes, Melissa, BA (Hons), GradDipEd *Monash*,
 GradCertCALL *Melb*
 Hunt, Malcolm, BSc (Hons), DipEd, PhD *Melb*
 Hutton, Barry, BA, DipEd *La T*, MEd *Melb*
 Inglis, Andrea, BA (Hons), DipEd, MA, PhD *Melb*
 Jackel, Brad, BA (Hons), PhD *Monash*
 Kreibich, Robyn, BSc (Hons), DipEd *Monash*
 Lindsey, John, BSc (Hons), PhD *Monash*, DipEd *Melb* (to
 Dec 06)
 Lye, Helen, BSc *Melb*, DipEd *Monash*
 Martin, Ron, BSc, BEd, GradDipEduAdmin *Melb*, MEnvSci
 PhD (Environmental Studies) *Monash*
 McGregor, Margaret, BEd (Prim), MEd Studies *Monash*,
 TPTC *Frankston*
 Moore, Jacqueline, BEd (Sec.) *Melb*,
 GradDipTESOL&Linguistics *Victoria*
 Nixon, Judy, BA DipEd *Melb*, BA Hons Psych *Deakin*
 Peck, Ray, BSpecial Ed *Monash*, BSc, DipEd *Melb*
 Perrett, Bill, BA *Melb*, DipEd, PhD *La T* (from Sep 06)
 Pywell, Sean, BSc (Hons), DipEd, PhD
 Raivars, Andrew, BA (Hons), DipEd, BLitt (Hons)
Monash, GradDipMathSc *MCAE*
 Searle, Dara, BA, BSc (Hons) Psych *Melb*
 Simpson, Brian, BSc, DipEd *Melb*
 Stuchbery, Michael, BA, BTeach *Melb* (until Oct 06)

Tan, Ling, BAppSc (Hons) *RMIT*, PhD *Monash* (from Sep
 06)

Thau, Felicia, BSc, DipEd *Melb*
 Urbach, Daniel, BCom (Hons) *Monash*

Research Officers

Calvitto, Leanne, BAppSci (Hons) *RMIT* (to Aug 06)
 Michaels, Esther, Cert SmallBusMgt, BEd (MathsSci) *Melb*
 Pearson, Penny, BSc *ANU*, DipEd (Sec) *Canberra*,
 GradDipLang (Jap) *Monash* (from Jan 07)
 Twigg, Kylie, BBSc (Hons) *La T*, MSci (App Stats) *Swin*

Senior Administrative Officers

Crawford, (Bolton) Kirsty, BA (Anthropology) *Monash*,
 GradDip Museum Studies *Deakin*
 Giblett, Sharon, BEd (Sec) *Rusden*, GradDipComp
Chisholm, GradCertEduTrain, MEd *Melb* (from May
 07)

Administration Officers

Lovering, Tania, Cert IV Interior Design *Ithaca College*
 (from May 07)
 Stewart, Colette, (from Sept 06) (to May 07)

Early Childhood Education

Research Director

Elliott, Alison, BEd, BEd St, MEd St, PhD *FACE* (to Feb
 07)

Learning Processes and Contexts

Research Director

Rowe, Ken, BA (Hons) PhD *Melb*, MSc *London*,
 DipGenStuds *Swin*, TPTC *FACEL*

Principal Research Fellow

Purdie, Nola, PhD, MEd, BEd, DipPhysEd *UWA*, TC
Claremont

Senior Research Fellow

Withers, Graeme, BA *Melb* (to Jul 06)

Research Fellows

Frigo, Tracey, BBSc *La T*, DipEd *Bendigo*,
 GradDipAdol&Child Psych *Melb*
 Smith, Brooke, BSc (Hons) Psych *Wollongong* (to Mar
 07)

Indigenous Education Researcher

Milgate, Gina, BCom (Mkt & Mgt), GradDipBusStud
 (Mkt & Mgt), GradCertHighEd *UNE* (from Sep 06)

Research Officers

Ozolins, Clare, BA LLB *Monash*, BTeach (Primary) *Melb*
 Rosicka, Christine, BA, BBus, MIT IT Mgt *Swin*,
 GradDipEd (Primary) *Monash*

Administrative Officer

Bates, Susan
Firth, Patricia

National and International Surveys

Deputy CEO (Research) and Research Director

Ainley, John, BSc, MEd, PhD *Melb*, FACE

Principal Research Fellows

Schulz, Wolfram, Dipl-Pol *Berlin*, PhD (EcoSocSci)

Rostock

Thomson, Sue, BAppSci *RMIT*, DipEd, PhD *Monash*,

GradDipMathsEd *Deakin*, MEdSt

Turner, Ross, MSc, DipEd *Melb*, DipEdPsych *Monash*
(from Jan 07)

Senior Research Fellows

Berezner, Alla, BSc, MSc *Moscow* (to Apr 07)

Cosgrove, Jude, PhD Edu *NUI* (from July 06)

Mellor, Suzanne, BA, DipEd *Melb*, BEd *La T*, MEdSt
Monash, MACE

Murphy, Martin, BA, DipEd, MEdStds *Monash*,

GradDipSocStat *Swin*

Routitsky, Alla, BSc (Hons, Maths), PhD (Maths) *Voronezh*,

DipEd *Melb*, DipSocStats *Swin*

Turner, Ross, MSc, DipEd *Melb*, DipEdPsych *Monash* (to
Jan 07)

Walker, Maurice, BA (Hons) *VUW*, MAssessEval *Melb*

Research Fellows

Chow, Renee, BBus (Mkt) *RMIT*, GradCert Assess&Eval,
MAssess&Eval *Melb* (from Apr 07)

De Bortoli, Lisa, BAppSci *Deakin*, GradDipCounsPsych
RMIT

Gebhardt, Eveline, MA Psych *UvA*

Hong, Jennifer, BA, MSc (App Statistics) *Swin* (from Mar
07)

Lay, Dulce, BEco *La T*, GradDip Sci (AppStat) *Swin*

Le, Luc, BSc *Hue*, MEd *RMIT*

Macaskill, Greg, BSc (Hons) *Adel*, GradDipComStudies
RMIT, GradDipStatsOR *RMIT*

Nguyen, Van, BSc *Hue*, MEd *RMIT*, MA Psych, PhD *Hanoi*

Wernert, Nicole, BBSoc *La T*, GradDipPsych *Melb*

Research Officers

Doukas, George, BSc *Melb*, GradDipEcSt *Monash*

Enger, Laura (to Feb 07)

Handayani, Dewi, ST *ITB*

Hong, Jennifer, BA, MSc (App Statistics) *Swin* (to Mar 07)

McKelvie, Pippa, BA/BSc (Hons) *VUW*, MSc Psych *Melb*
(to Jun 07)

Shortt, Fionnuala, BA (Hons) *UCD*, MSc (Cog Science)
UCD

Tabata, Naoko, BEd (Special Ed) *Kyoto University of
Education*, MEd (Int'l & Comparative Ed) *Indiana-
Bloomington*, DEd (Program Evaluation) *Melb* (from
Feb 07)

Twigg, Kylie, BBSoc (Hons) *La T*, MSc (App Stats) *Swin*
Underwood, Catherine, BA, GradCert (Soc Statistics),
Swin

Senior Project Officers

Buttress, Wei, BBus (International Finance), BA (Foreign
Languages) *Shenyang*

Wardono, Wahyu, ST, ITB, *Indonesia MBA*, *Colorado State
University*

Senior Administrative Officer

Zubrinich, Julie, BA *UWA*, BEd *Deakin*

Policy Analysis and Program Evaluation

Research Director

Beavis, Adrian, BA *CIT*, MEd, PhD *Melb*

Principal Research Fellow

Lonsdale, Michele, BA (Hons) DipEd *Melb*,
GradDipStudentWelfare *Hawthorn Institute of
Education*, MEd, PhD *La T* (from Apr 07)

The Psychometrics Institute

Director

Khoo, Siek Toon, BSc *Canterbury*, DipEd *Singapore*,
GradDipCompSc *La T*, MEdSt *Monash*, PhD *UCLA*

System and School Testing

Research Director

Tognolini, Jim, BAppSc (Physics) *WAIT*, BEd *UWA*, MEd,
PhD *Murdoch*, MACE (to Nov 06)

Manager, Government Projects

Freeman, Chris, MA *Macquarie*, BComm *UQ*, Dip
Teaching *ASOPA*

Manager, System Testing

Arthur, Phillip, BEd *ACAE*

Senior Research Fellow

Davidson, Michelle, MEd *Syd*, BEd *UNSW*, DipEd *SCAE*
(to Nov 06)

Research Fellows

Blumen, Sacha, BA (Hons) *Qld*, A.Mus.A. PhD *Sydney*

Eveleigh, Frances, MEd *UNSW*, BEd *UNSW*, DipEd *SCAE*

Reid, Greg, BEd/BA (Hons) *JCU*, Prep Cert TEFL *London*,
DST *Sydney*, Cert. in Writing *UTS*

Sadeghi, Rassoul, BA *Shiraz*, MA *Tehran*, PhD *UNSW*
(from Aug 06)

Research Officer

White, Kerensa, BSc (Hons) *Southampton* (from Jul 06)
(to Sep 06)

Senior Project Officer

Plunkett, Simon, BA *ANU*, DipEd *Canberra*

Administrative Officer

Schollum, Kaye (to Apr 07)

Receptionists

Mendelevich, Natalya (to Aug 06)

Mahony, Pat (from Aug 06)

Teaching and Learning**Research Director**

McKenzie, Phillip, BEc (Hons), DipEd, MEd, PhD *Monash*,
FACE

Principal Research Fellows

Ingvarson, Lawrence, BSc, DipEd *UWA*, MA *London*, PhD
Monash FACE

Rowley, Glenn, BSc, BEd *Melb* MA, PhD *Toronto*

Senior Research Fellows

Anderson, Michelle, BEd *Rusden*, MEd *Melb*

Kleinhenz, Elizabeth, BA, BEd *Melb*, Ed.D, MEd *Monash*
TPTC

Kos, Julie, BA (Hons) *Deakin*, MA (Clin Psych)/PhD *RMIT*
(from Jun 06)

Meiers, Marion, BA, DipEd *Melb*, BEd, MEd *Monash*,
MACE

Research Fellow

Wilkinson, Jenny, BA, BEd *Melb*, MEd Stud, Certificate of
Gifted Education *Monash*

Administrative Officer

Curtin, Emma, BA (Hons) *Birmingham*, MA *Calgary*, PhD
La T, GradCert (Mgt) *AIPM*

Transitions and Post-school Education and Training**Research Director**

McKenzie, Phillip, BEc (Hons), DipEd, MEd, PhD *Monash*,
FACE

Principal Research Fellows

Marks, Gary, BSc (Hons), MSc *Melb*, PhD *UQ*

Rothman, Sheldon, BA *Massachusetts*, MAT *New Mexico*
State, Med (Hons) *UNE*, EdD *Harvard*

Senior Research Fellows

Curtis, David, BSc Hons *Adel*, GradDiplInstComp *SACAE*,
MEdSt, MA, EdD *Flinders*

McMillan, Julie, BA (Hons), PhD *UQ*

Research Fellows

Coates, Hamish, BA (Hons), BSc, MEd, PhD *Melb*

Hillman, Kylie, BA (Hons) MEd Psych *Melb*, Psych Reg
Board Vic

Research Officer

Friedman, Tim, BSc (Hons) (Psych) *Monash* (from Feb
07)

Senior Project Officer

Wong, Zilla (from May 07) (until Jul 07)

Senior Administrative Officer

Zubrinich, Julie, BA *UWA*, BEd *Deakin*

ACER, DUBAI OFFICE

Egbert, Alan

D'Souza, Supatra, BSc (Microbiology) *Joseph's*, MHM *Fr*.
Mullers Inst Med Sci (to Oct 06)

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Dhamija, Ratna

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